



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>13K003</b>
<b>School Name:</b>	<b>P.S. 003 THE BEDFORD VILLAGE</b>
<b>Principal:</b>	<b>KRISTINA BEECHER</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: P.S. 3 / The Bedford Village School School Number (DBN): 13K003  
Grades Served: PreK-5  
School Address: 50 Jefferson Avenue, Brooklyn, New York 11216  
Phone Number: (718) 622-2960 Fax: (718) 623-3193  
School Contact Person: Kristina Beecher Email Address: kbeeche@schools.nyc.gov  
Principal: Kristina Beecher  
UFT Chapter Leader: Carmen Applewhite  
Parents' Association President: Zulika Bumpus  
SLT Chairperson: Susan Dowling  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tracian Shaibu  
Student Representative(s): N/A

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place, Brooklyn, New York 11238  
Superintendent's Email Address: bfreeman6@schools.nyc.gov  
Phone Number: (718) 636-3284 Fax: (718) 636-3266

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: (718) 935-3954 Fax: 718-935-4314

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kristina Beecher	*Principal or Designee	
Carmen Applewhite	*UFT Chapter Leader or Designee	
Zulika Bumpus	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Tracian Shaibu	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Susan Dowling	Member/ out-of-classroom teacher	
Stephen Mohney	Member/out-of-classroom teacher	
Lynette McCord	Member/ classroom teacher	
Marjorie Ellis	Member/ classroom teacher	
KathyAnn Gomez	Member/ parent	
Kim Crawford	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Archer	Member/ parent	
Tonicka Jackson	Member/ parent	
	Member/ parent	
	Member/ parent	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 3 / The Bedford Village School is the oldest public school "in continuing and contiguous existence" in New York City\*. Since the early 1700s, there has been a schoolhouse in Bedford, a farming hamlet and crossroads settled by Dutch families. Photos of earlier buildings include a one-room school, which the Brooklyn Public Library claimed as home of the first public library in Brooklyn during its own, Centennial commemoration in 1992. The Bedford Village School continues to be the cornerstone of this historic, Bedford-Stuyvesant brownstone neighborhood.

We are a Pre-Kindergarten to fifth grade School-Wide Projects, Comer and the Leader in Me School with committed stakeholders, progressive leadership and instruction, community partnerships and support. Student academic achievement through project and expeditionary learning takes place in a standards-based core curriculum integrated with the Arts, Technology and Physical Education. We have an active School Leadership Team involved in school management and on-going comprehensive educational planning. This is our mission statement:

We, the staff and parents, envision P.S. 3 / The Bedford Village School as a stimulating learning center:

- in which all children are leaders;
- where parents and teachers work together and address the academic and social needs of our children in the school and community;
- where children will achieve an enriched, integrated curriculum that responds to the diverse cultural heritage of our children;
- in which independent study and critical thinking skills are nurtured;
- in which citizenship is promoted and enhanced;
- and, where a love for learning is perpetuated.

Our curriculum is New York State Standards-based, which is aligned to Common Core Learning Standards. We believe that learning is actively constructed, is concrete and abstract, is socially mediated, emerges from building on experiences, is influenced by culture and the context in which it occurs, and involves growth and development. We use formative assessments to adjust and differentiate instruction. We believe in arts-integrated curriculum and field trips to support content area teaching and learning. Regular education, SWD, ELL and G&T students are engaged in the same grade-level curriculum. Using meta-cognitive skills, students are taught to articulate their competencies in all academic subjects and are able to bridge the unknown to the known. We believe that teaching and learning are social acts during which students and teachers collaborate. We seek to instill in our students a love for learning and expectations that they will be life-long learners, productive members of society, and good citizens. SWDs are in CCT classes or self-contained classes. Those SWDs in regular education classes get Academic Intervention services. We also have a Speech clinician, Adaptive Physical education and Physical and Occupational therapists. ELLs receive mandated services from an ESL teacher. G&T students are in our grade 4 & 5 G&T classes and in Enrichment classes in grades K-3.

We have a long-standing commitment to arts education as an essential component in our core instructional program. Not only do we fund full-time arts teachers in all four arts strands as per the Blueprint for Learning and Teaching in the

Arts (dance, visual arts, music and theater), but partnerships with arts-in-education organizations that provide opportunities for our students to participate in all of the strands. Our students experience exhibitions, concerts and performances in various venues around the city. We were proud to have been designated by the DOE's Office of Arts and Special Projects as an Art Achieve treatment school. Through that federally funded initiative, our theater teacher acquired knowledge and skills in theater education. Our arts-in-education partners' teaching artists model arts lessons connected to ELA and Math curriculum, which classroom teachers observe. The Shadowbox Theatre, a musical theater company who use our auditorium as its home base, has received, for the fifth year, a New York State Council for the Arts grant to implement literacy-based puppetry workshops with many of our classes. This is a form of professional development, which enables classroom teachers to learn how to integrate strands of arts education into their classroom instruction in all subject areas and provides opportunities for our SWDs and ELLs to interact with their other classmates on a level playing field that is fun. Town Hall performances by all classes give students performing arts experiences and teachers opportunities to implement arts instruction, while enabling the school to experience community, cohesion and celebration of every one's talents. This year our arts-in-education providers are the 92<sup>nd</sup> Street Y, the Museum of Contemporary African Diasporan Arts Museum (MoCADA), and Forces of Nature Dance Theater Company. Our 3-5 grade classes attend an annual Black History month concert at Town Hall and two Orchestra of St. Luke's performances. Many of our students matriculate to schools that allow them to extend their participation in the arts; some go on to arts-related careers.

We completed our first year of a French/English Dual Language program, which was a Kindergarten class, and have extended it to a First grade class this year. We have also received support from the French Consulate and other established dual language programs around New York City. Our teachers have an average of 22 years of teaching experience. They are engaged in on-going professional development. We continue to develop teacher pedagogy to include effective questioning, discussion, and differentiation techniques that result in multiple entry points so that all students are consistently engaged in learning and discussion. We analyze assessment data to inform instruction and support specific goals for all learners. Teachers share effective practices and activities. Inquiry teams plan next steps using what is successful and discarding what is not. During Lunch-and-Learn sessions, grade-level common preps, and Monday PD sessions teachers meet collaboratively for planning and evaluation. Protocols are in place for the documentation of work. Student work, as well as teacher practice, is analyzed to maximize the effectiveness of instruction. Attributes of effective readers and writers are documented in annotated conference notes, which are analyzed for strengths and weakness that also enable differentiation and drive instruction. The checklist for rigor of instruction will also be used as a springboard for discussions. Collaborative planning is aligned to the Common Core and involves depth of knowledge strategies, critical thinking, and self-reflection. Conference notes in different subject areas and the exchange of feedback in student notebooks and journals are evidence in this practice.

Administrators ensure effective, consistent and differentiated instruction across grade levels and throughout the school. Formal and informal observations are followed by conversations and written feedback in which positivity comes first and next steps are determined. From this, lab sites, inter-visitations and other professional development activities are scheduled. This is a cyclical process. Administrators return for follow-up visits to ensure that agreed upon revisions are implemented.

We are engaged in a school-wide transformative leadership process that is establishing a guiding vision, common language, and culture within the school community. It builds mutual trust and positive growth of students and adults and establishes a culture for learning that communicates high expectations to staff, students and families and positively impacts the quality for the instructional core across classrooms. Through The Leader in Me process students learn leadership, accountability, adaptability, initiative and self-direction, cross cultural skills, responsibility, problem solving, communication, creativity and teamwork.

We received a \$10,000 Neighborhood School Grant from the Walentas Family Foundation, which were used to fund field trips for all K-5 students to venues around New York City that will support social studies and science education throughout the 2014-2015 school year. We expect to receive this grant again for next year. We named this initiative City as School to highlight the many institutions in New York City that offer stellar educational opportunities available to classes and extend content learning beyond the classroom and school.

Last year, most of our PreK-5<sup>th</sup> grade classes participated in CookShop's food preparation and nutrition program. NYU Polytechnic School of Engineering supported 5<sup>th</sup> grade science instruction with their Applying program. Pace University supports our First Lego League Robotics after school program. PlayWorks provides recess physical and cooperative play activities. These initiatives will continue in 2015-2016.

Over the past few years we received numerous Grow to Learn NYC grants to develop our school garden as a classroom. Last year we received a Citizens Committee for New York City grant to plant our sidewalk gardens with native species understory woodland plants, shrubs and trees. We are continuing our Education for Sustainability initiatives, which began two years ago in partnership with the Children's Environmental Literacy Foundation. We won a \$5,000 award for reducing our electricity usage from Solar One's Green Design Lab for two consecutive years.

Last year we were awarded a \$170,000 Reso-A grant to support technology education. We purchased additional interactive whiteboards and carts of laptops with these funds. We automated our library through a Department of School Library Services grant, are a MYLibraryNYC member, and participate in the Brooklyn Public Library's Meet-the-Author Series .

Our after school programs are varied and inclusive: Reading Partners, Project READ, CAMBA, MoCADA, Robotics, Music Ensemble, Art Club, and a Title III Supplemental Instruction Program for ELLs. New York Cares provides volunteers for our Saturday Academy. They work with struggling grade 3-5 students to provide one to one test prep instruction in ELA and Math under the supervision of our teachers. Last year, New York Cares also provided volunteers during the Fall New York Cares Day, a step-clinic during Brooklyn Cares Day and a Lego robotics workshop for a second grade class in June 2015. This year, New York Cares once again sponsored the Fall New York Cares Day. The Sanford Harmony Program is our partner for professional development and materials to help us address the social-emotional health and development and success of our students

Since 1990, we have been on the forefront of educational reform in New York City. Our initial efforts were sponsored by the Department of Education's Office of School Reform and supported by the United Federation of Teachers. We were awarded grants from the DeWitt-Wallace/Readers' Digest Fund for Library/Media Center enhancement and the Annenberg Challenge for Arts Education for arts development. We have since received numerous New York City Council grants for the improvement of Science and Technology instruction. NYC's Department of Health operates an in-school Medical Clinic. The New York Foundling Hospital will soon open an Oral Health Clinic at PS 3. We have an active PTA that promotes home-school communications, parental involvement, and school development.

A review of our Learning Environment Survey indicated that parents wanted to use technology as a form of communication. We have established a website to foster parent engagement. On the website we post notices, events and our monthly newsletter. Teachers create webpages attached to our school website where they post homework assignments and class news, announcements and photos. We sponsor monthly parent workshops regarding curricula, social/emotional development, and other issues of interest to parents. Tuesday afternoon parent meetings have enabled us to communicate more effectively and regularly regarding their child's progress. They are encouraged to access the NYC Schools Account, and other online resources to support their child's learning at home. Our ESL teacher schedules regular meetings with parents of our ELLs.

In our 2014-2015 Quality Review we were rated Proficient in implementation Rigorous Instruction, as per the Framework for Great Schools, and its assessments which inform instructional decisions. We were also rated Proficient in Supportive Environment and Collaborative Teachers

Our challenges:

- We need to show growth in learning in all subject areas as evidenced by the number of students who have scored on or above grade level on City and State assessments and MOSL.

- We need to develop teacher pedagogy aligned to the curricula, engaging and meets the needs of all learners so that all they produce meaningful work projects.
- We need to focus more on the social emotional developmental health of students.
- We need to increase parental involvement.
- We need additional funding sources to enable us to hire support staff and to partner with CBOs, to help us with student and family services.

\* The New York Times , April 11

### 13K003 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	510	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.1%	% Attendance Rate		90.9%
% Free Lunch	86.9%	% Reduced Lunch		3.5%
% Limited English Proficient	10.1%	% Students with Disabilities		11.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		73.1%
% Hispanic or Latino	9.7%	% Asian or Native Hawaiian/Pacific Islander		11.5%
% White	1.9%	% Multi-Racial		2.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.47	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.1%	Mathematics Performance at levels 3 & 4		24.0%
Science Performance at levels 3 & 4 (4th Grade)	79.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our Reading Program, Wonders , for grade K-5 is CCLS-aligned and includes professional development and online applications. Our PreK teachers are implementing the SPLASH program. This is a multisensory comprehensive and integrated literacy and math program, also aligned to the Common Core.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will show a 3% increase in student progress in grades 4 and 5, as measured by a year’s growth on the State and City ELA exams.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our Reading Programs this year are research-based and reflect Common Core shifts in Literacy. Instruction is clear, well-structured, and encourages students to build and apply knowledge. Challenging and motivating curricula and academic tasks, across grades, are appropriately scaffolded so that all students are cognitively engaged and are</p>	<p>Students</p>	<p>Sept. 2015-June 2016</p>	<p>Pedagogical Staff; Teaching Artists; Students from Pace University and NYU Polytechnic School of Engineering; Reading Partners, READ Alliance, New York Cares Staff and Volunteers; CAMBA Staff</p>

<p>able to demonstrate and articulate their thought processes, what they have learned, and provide constructive feedback. Both standardized and teacher/student generated rubrics are employed. Regular education, ELLs, SWDs, and G&amp;T students are engaged in the same grade-level curriculum. Online programs will be used in support of rigor. Summative and Formative assessments, as well as Fall and Spring Benchmarks in ELA and Math (for grades 3-5) and MOSL assessments in ELA (writing) are utilized to drive instruction. Academic after school programs that promote rigorous instruction include Extended Day and Saturday Academy, ELL Supplemental Program, Reading Partners (Grades 2-5, during and after school hours), READ Alliance (Grades K &amp; 1, after school hours), Robotics, Arts Clubs, and CAMBA. Reading Partners also provides one-to-one intervention with the lowest functioning students during the day</p>			
<p>Curricula-related field trips will provide student with opportunities to: build knowledge of content and place; learn observational, analytical, and critical thinking skills; improve verbal and written expression; and, deepen their understanding of language in content areas of Science and Social Studies. Parents are encouraged to accompany classes on trips.</p>	<p>Students, and Parents</p>	<p>Sept. 2015-June 2016</p>	<p>Pedagogical Staff, Teaching Artists, Park Educators, Docents &amp; Museum Educators</p>
<p>Professional Development throughout the year will</p>	<p>Pedagogical Staff</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, Pedagogical Staff, Literacy Expert</p>

include best practices in teacher pedagogy in the areas of effective questioning, quality discussions, differentiation and customizing techniques, expeditionary learning, and the use of rubrics and their creation with students in all subject areas. Teacher teams that attend outside PD turnkey strategies with the entire staff. A Wonders' literacy expert provides PD related to the program			
Professional Development throughout the year will also focus on field trip integration with content area curriculum that will maximize student engagement and capacity to reflect on and articulate experiences, with an emphasis on vocabulary development and written expression.	Pedagogical Staff	Sept. 2015-June 2016	Administrators, Pedagogical Staff, Teaching Artists, Docents/Museum Educators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Administrators, Pedagogical Staff, Teaching Artists, Docents/Museum Educators, Park Educators, Literacy Experts, Reading Partners, READ Alliance, University Students, Volunteers, Substitute Teachers, after school per session Teachers and Supervisor. After school staff and partnerships will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.</li> <li>• Computers/laptops/interactive whiteboards, online licenses, supplies, instructional materials will be funded by Title 1 Priority and Focus School Improvement and Other fund sources</li> <li>• As needed, schedule adjustments will be made and substitute teachers will be hired and will be funded by Title 1 Priority and Focus School Improvement and Other fund sources</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
---

At the beginning of the year all K-5 teachers administer the STARS benchmark assessments and, Writing MOSL Performance Task in October. Weekly assessments and Unit reviews are components of the reading program. By the end of January 2016, all teachers will re-assess student with STAR. Curriculum-based assessments will be administered.

During the last weeks of January reading levels will be assessed and the curriculum-based assessments will be administered.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We received Effective ratings in these areas. Our 2014-2015 School Survey Report from parents and teachers exceeded this rating and is either on par with or slighter better than the percent positive ratings of average elementary schools. In order to become Highly Effective, we will take actions to increase student social-emotional development and improve attendance.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, students will exhibit social skills development and increased self-esteem through cooperative play, creative art-making activities, and positive attitudes towards learning practices, which will lead to a decrease by 5% in OORS, suspensions, referrals to guidance, classroom disruptions, interventions, and lateness.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our strategies to improve social and emotional development include: cooperative physical activities through Playworks and Move to Improve; leadership education through The Leader in Me; and, four strands of arts engagement and Robotics during and after school.</p>	<p>Students, including ELLs and SWDs</p>	<p>Sept. 2015-June 2016</p>	<p>Playworks Modified, Pedagogical Staff, Teaching Artists</p>
<p>The CARE Team comprised of administrators, teachers, the attendance teacher, the</p>	<p>Students, including ELLs and SWDs</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, Pedagogical Staff, Guidance Counselor,</p>

parent coordinator, the guidance counselor and the will monitor student punctuality trends and identify those students who are chronically late or are approaching that level. The team will institute student incentive programs to encourage punctuality.			Parent Coordinator, Attendance Teacher, SBST
Professional development workshops will inform all staff of best practices of identifying students in need and nurturing their social and emotional development. The Leader in Me Lighthouse Team will turnkey strategies with the staff. The Sanford Harmony Program will also provide professional development to help staff support student development and success.	All Staff	Sept. 2015-June 2016	Administrators, Pedagogical Staff, Guidance Counselor, Parent Coordinator, CBO Staff
We will sponsor parent workshop based on the Attendance Works program to address punctuality, and nurturing children’s social and emotional development.	Parents	Sept. 2015-June 2016	Administrators, Guidance Counselor, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Administrators, Pedagogical Staff, Guidance Counselor, Parent Coordinator, Attendance Teacher, Playworks Modified will be funded by Title 1 Priority and Focus School Improvement funds.</li> <li>Leader in Me program, including instructional materials; Playworks program; 92<sup>nd</sup> Street Y program; Forces of Nature Dance Theater Co.; Robotics; MoCADA’s Creative After School Adventure program will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
---

We will monitor OORS, suspensions, referrals to guidance, classroom disruptions, interventions, and lateness rates at the end of January 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
We received Effective ratings in these areas on our Quality Review. Teachers use common assessments, rubrics and performance tasks to adjust instructional decisions to meet the needs of all students. We need to continue to align all curricula to CCLS and engage students, including our diverse populations, in higher order thinking and learning, discussions, expeditionary learning, and through differentiated instruction.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, all teachers will have increased their collaborations with peers and experts by a minimum of 40 hours to improve their practice through continuous and frequent professional data-driven inquiry; the benefits to student performance will be reflected in higher students’ achievement on standardized exams and other measures of student learning.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Horizontal teacher teams meet at monthly grade-level meetings and every Monday after school. They meet informally on common preparation periods. Meetings are focused on instructional goals, the implementation of the CCLS and the instructional shifts, and student learning. They align their collaborative inquiry work and instruction across the grade. They analyze student progress and create next steps. An</p>	<p>Pedagogical Staff</p>	<p>Sept. 2015-June 2016</p>	<p>Pedagogical Staff, Administrators</p>

administrator receives feedback from them.			
Vertical teams, such as the MOSL team, meets to unpack the performance tasks and the RTI team assesses the needs of our struggling learners, and share their findings with peers.	Pedagogical Staff	Sept. 2015-June 2016	Pedagogical Staff, Administrators
Professional development includes lab sites, inter-visitations, outside workshops for MOSL and RTI teams who turnkey strategies with teachers, and workshops led by peers and experts. All PD, except Wonders training, is led by our professional staff during the extended day. MOSL and RTI workshop are held by city-funded experts and take place during the school day.	Pedagogical Staff	Sept. 2015-June 2016	Pedagogical Staff, Experts, Administrators
During bi-monthly School Leadership Team, PTA and Tuesday after school meetings, as well as academic workshops, parents are informed how teacher collaborative teams improve pedagogy.	Parents	Sept. 2015-June 2016	Pedagogical Staff, Parent Coordinator, Parent and Staff SLT Members, Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Administrators, Pedagogical Staff, Experts, Parent Coordinator, Parent SLT Members, Substitute Teachers will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.</li> <li>• Schedule adjustments will be made to provide common preps and for team members attending outside PD sessions.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of January 2016, all teachers will have attended at least 20 hours of PD as indicated in their reflection logs.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We need to improve literacy, based on City and State assessment data. We are approaching our target in Student Progress, Achievement, and Closing the Achievement Gap according the 2014-2015 School Quality Guide. We have met our target regarding the School Environment. In retrospect, we can attribute the students' results to the fact that we were using a reading program in grades K &amp; 1 which was not aligned with the Common Core. This year, we have continued the use of a rigorous, evidence-based reading program, Wonders, and expanded it use to included K &amp; 1. With this program comes professional development and online resources.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of the staff will have received quality feedback from school leadership, specifically regarding effective questioning and student engagement as measured by the Danielson Framework components 3b and 3c and the Frameworks for Great Schools element addressing effective school leadership, with the focus on organizational decisions, school culture and tracking progress..</p>



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During our beginning-of-the-year staff conference, weekly professional development sessions, vertical and horizontal team meetings utilizing the distributive leadership model, parent curriculum meetings, parent engagement Tuesdays, and on-going parent workshops (based on needs assessments) School Leaders</p>	<p>Staff and Parents</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators</p>

will articulate the vision and share the goals and action plans as outlined in our SCEP, monitor its implementation and provide feedback.			
School leadership will make strategic decisions to organize all fiscal resources and network with CBOs to provide additional programs and resources to maximize student achievement. These partner CBOs include Reading Partner, READ Alliance, CAMBA, and <i>Wonders</i> .	School Community	Sept. 2015-June 2016	Administrators,  F-Status Administrative Support, Partner CBO's Staff
School leadership will put in place a schedule of regular observations with timely feedback and return visits. For teachers who did not get a rating of Effective or higher, school leaders will track progress and provide follow-up PD to support them.	Staff	Sept. 2015-June 2016	Administrators, School Leadership Team
Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	Staff	Sept. 2015-June 2016	Administrators and  F-Status Administrative Support

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrators, F-Status Administrative Support, School Staff including RTI and MOSL Team Members, School Leadership Team, Experts, and CBO’s Staff will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.
Instructional resources will be funded by Title 1 Priority and Focus School Improvement funds

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, School Leaders will have monitored teacher effectiveness in questioning and student engagement through continued evaluations and will have completed 50% of teacher observations.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We were rated on these tenets as Highly Effective based on our 2014-2015 NYC School Survey Report in which 93% of parents stated they were satisfied with the education that their child is receiving and 95% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services. We need to increase parent involvement in school activities. The majority of our students are children of recent immigrants from the Caribbean Basin, Africa and Asia. We need to find opportunities to celebrate the cultural diversity of our school community. Parents have indicated on needs assessment surveys their interest in learning about academic and social emotional developmental health strategies to employ with their children in order to strengthen their parenting skills and the home-school connection. They also have indicated their interest in learning technology skills and having access to the Internet at school.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will increase parental involvement in the school by 10% based on attendance at meetings and workshops, which will build parents’ capacity to support student learning at home and promote respect and collaboration between diverse ethnic and linguistic populations.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent information and feedback sessions, in between regularly scheduled PTA meetings, for parents bringing their children to school. A room has been set aside for parents, for meetings and use of Internet-enabled computers. Parents will be notified by robo-calls, monthly calendars and the school website. French, Bengali and Arabic</p>	<p>Parents</p>	<p>Monthly</p>	<p>Administrators, PTA Officers, School Staff, Translators, Parent Coordinator</p>

translators will be provided. Refreshments will be provided.			
Parent workshops regarding current research-based child development and learning theories, as well as school curriculum and activities that we use to support student learning, will be held. French, Bengali and Arabic translators will be provided. Refreshments will be provided.	Parents	Monthly	School Staff, Workshop Leaders, Parent Coordinator, Translators
Provide non-English speaking parents with ESL workshops and English-acquisition instruction through physical activity, and all parents with instructional technology workshops and access to Internet-enabled computers. Refreshments will be provided.	Parents	On-going	ESL and Technology Teachers, Parent Coordinator, PTA Officers, Playworks Modified
Provide parents and their families with opportunities to connect with cultural and community-based organizations and to share with the school community their cultural traditions. Family Day this year will be at BRIC.	School Community	On-going	CBOs, Parent Coordinator, Cool Culture, BRIC Educators, Parents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Administrators, ESL and Technology Teachers, Parent Coordinator, School Staff, PTA Officers, Translators, Playworks Modified, CBO and Cool Culture staff, BRIC educators will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.</li> <li>Instructional supplies for workshops, Internet-enabled computers, refreshments, Blackboard Connect K-12, Cool Culture passes, BRIC, Playworks Modified will be funded by Title 1 Priority and Focus School Improvement and Other fund sources.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>	X	<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>
--	----------------------------	---	------------------	---	-----------------------	--	-----------------------------	--	---------------------------------	---	--------------

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016 we will monitor parent attendance at meetings and events.

- This will take place during the last week of January 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Low-level 2s and below, and teacher recommendation	Common Core-aligned integrated reading and writing strategies, skills and content-based	Small group instruction, tutoring	During the school day, after school and Saturday
<b>Mathematics</b>	Low-level 2s and below, and teacher recommendation	Common Core aligned instructional strategies and grade appropriate skills	Small group instruction, tutoring	During the school day, after school and Saturday
<b>Science</b>	Low-level 2s and below, and teacher recommendation	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day
<b>Social Studies</b>	Low-level 2s and below, and teacher recommendation	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students with IEP mandates and teacher recommendations	Focus is on social emotional development health, self-esteem, anger management, conflict resolution, and anti-bullying strategies.	Small group, one-to-one	During the school day

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
When recruiting new teachers we assemble a team of administrators, teachers and parents to interview prospective candidates and evaluate their demonstration lessons based upon presentation, content, motivation, student engagement and effective instruction based on evidence of student learning. The school environment supports teacher satisfaction. Professional learning communities engage teachers in collaborative and sharing groups in examining student work to impact instruction and student achievement. Teacher assignments are based on expertise. While we honor the teacher union contract, there is a collaborative decision to promote teacher leaders who attend leadership programs and workshops that they turnkey with their colleagues.

#### **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Staff attendance at continuing education and professional development workshops is encouraged. Selected staff are assigned to various professional development sessions with the expectation that their knowledge will then be shared with the rest of the school during common preps, inquiry team meetings and after school Mondays. Relevant webinars and videos are utilized. Professional development will focus on the implementation of the CCSS and will promote best practices, in designing units of study, lesson plans and tasks that include scaffolds, and instruction that is rigorous, differentiated and cognitively engaging to address the diverse needs of all students and subgroups.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
--

--

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

For our PreK classes, In order to assist in the transition from PreK to Kindergarten, we implement the city-generated curriculum which integrates ELA, Math, Social Studies and Science. We schedule vertical conversations between PreK and Kindergarten teachers focusing on how students learn and their growth and progress. PreK students visit Kindergarten classes. The conversation includes how ELLs and SWDs are prepared for Kindergarten. We sponsor Open Houses for parents of preschool children from local early childhood programs. Administrators and Teachers provide outreach to these programs. Their students also visit our Kindergarten classes.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Each teacher completes a reflection on practice and materials used for assessments. As a result of discussion we decided to change the baseline assessment that the school was using in prior years to a more comprehensive assessment that reflects the rigor aligned to the CCSS. Before we distributed the new assessments all teachers attended professional development to review their content, the method of evaluation, the requirements, and the rubrics used.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	388.844.00	X	Pages 9, 10, 12, 14, 17, and 19
Title I School Improvement 1003(a)	Federal	16,979.00		Page 10

Title I Priority and Focus School Improvement Funds	Federal	\$96,698	X	Page 10, 12, 14, 17, and 19
Title II, Part A	Federal	159,294.00	X	TBD
Title III, Part A	Federal	11,200.00		Page 10 and 17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,103,167.00	X	Pages 9, 12, 14, 17, and 19

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P. S. 3K** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P. S. 3K** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

**P. S. 3K** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities**

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>003</b>
School Name <b>The Bedford Village School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Kristina Beecher</b>	Assistant Principal <b>Wendy Legere</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>TBD</b>	School Counselor <b>Melanie Mills</b>
Teacher/Subject Area <b>Michael Cooper/Art</b>	Parent
Teacher/Subject Area <b>TBA</b>	Parent Coordinator <b>Atasha Johnson-Harris</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Barbara Freeman</b>	Other (Name and Title)

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>390</b>	Total number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <b>French</b>
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	0	3												0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	52	<b>Newcomers</b> (ELLs receiving service 0-3 years)	51	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	51									0
<b>ENL</b>				1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	1																		0	0
Arabic	2		2																0	0
Bengali	1																		0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	2			1								0
Chinese	1													0
Russian														0
Bengali	5	2	6	1	3	2								0
Urdu														0
Arabic	4	3	1	1		1								0
Haitian														0
French		1		1	1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	3	3	1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	3	1	1	1									0
<b>Emerging</b> (Low Intermediate)		2		1										0
<b>Transitioning</b> (High Intermediate)	1		3		1	1								0
<b>Expanding</b> (Advanced)	1	4	7	4	1	2								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	1			0
5	1				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	3		1						0
5	2		1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1				1				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our ELLs are assessed periodically with their mainstream classmates. We use Fountas and Pinell, STARS, MOSL, and Wonders CCLS-aligned Reading Program. They also get Periodic Assessments designed specifically to measure their progress in English language acquisition, particularly as it pertains to reading and writing. But above all, teachers design assessment that is authentic and mirrors reading and writing in the real world and in school. This objective is achieved through systematic observation and documentation of progress; formal assessment which provides a snapshot view; informal assessment such as student work samples and conferences with students and parents. The overall assessment is the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring and ascertains every ELL's language proficiency level for the following academic year. Tests data will be provided below.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data from the NYSESLAT and NYSITELL assessments indicate that as students receive ESL instruction and are immersed in their monolingual classrooms, their knowledge of English improves significantly. Most new admits who did not pass the NYSITELL tested at the Entering level. None of our students tested out last spring, 54% are at the Expanding level, 17% at the Transitioning level, 9% are at the Emerging level, and 20% are at the Entering level. Significant progress has been made in all the modalities. Our ESL strategies are infused into content area instruction. The following is a partial list of approaches and methods we use to make content and language instruction comprehensible:
  - The language experience approach (LEP) which focuses on reading instruction based on activities and stories developed from personal experiences of the learner. This approach has several benefits. It brings together writing, reading, art, and language. It extends the learners' creativity in storytelling through writing. It helps learners understand that what they think and say can be written. It is learner-centered and demonstrates that the learners' thoughts and language are valued. It provides reading material that is predictable and readable because it uses the learners' natural language.
  - Total Physical Response (TPR). This method allows the learner to internalize the patterns and sounds of the language through spontaneous physical responses such as looking, laughing, smiling, turning, watching, grasping, holding, sitting, or running.
  - Cognitive Academic Language Learning Approach (CALLA). This strategy was created specifically for students with limited

knowledge of English. It enables them to become more proficient so that they can take part in content directed instruction. The main goal is for students to learn the content and skills necessary to become successful in their academic pursuits.

4. Sheltered Instruction Organization Protocol (SIOP). Also known as specially designed academic instruction in English (SDAIE), Sheltered Instruction is a method whose main goal is to teach content to students learning English through a developmental language approach. One advantage of this approach is the fact that it draws from and complements methods and strategies advocated for both second language and mainstream classroom.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that we analyze include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. We also create custom categories, such as doubled-up housing and Title 1 status. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

We have no students who took tests in their native language. By utilizing total-immersion English education in their classrooms we encourage learners to develop bilingualism and enrich their learning so that they can easily transfer their literacy skills across two languages. We use Periodic Assessments to learn where students need more help and plan targeted instruction. The rationale is really three-fold:

- Periodic Assessments provide schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child.
- Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.
- Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The Response to Intervention framework provides data to ensure that all students receive high quality, rigorous instruction matched to their needs. The RtI process identifies areas where students are struggling early, and provides them with interventions that address those areas, and checks their progress to ensure they get back on track. Students are identified through screenings, diagnostic and progress monitoring assessments.

RtI begins with strong core instruction, called Tier 1. Students identified as needing additional support receive increasingly intensive, targeted academic support, called Tier 2 and 3 interventions. RtI helps ensure that small challenges that students may face early on do not become larger difficulties later in their academic careers. Each tier provides instruction and support with increasing intensity and/or time spent working on specific skills.

Student progress is measured by administering quick checks of understanding and learning called progress monitors. Using the data gathered through assessment, observation, and student work, we provide targeted intervention to students who are experiencing challenges with learning or who are struggling to make progress on certain skills or concepts. Students who do not make progress in Tier 1 based on screening and ongoing checks of progress are provided with additional instructional support in Tiers 2 or 3.

Students in need of additional support receive assistance that is designed to meet their needs, called "targeted intervention." These interventions are provided with increasing intensity, depending on how much additional support the student needs. This can mean more time, smaller group or individual instruction, or a greater focus on the specific areas in which the student is experiencing difficulty. Tier 2 intervention is provided in addition to regular classroom instruction. Typically, the student is taught in a small group, receiving additional instructional time and/or taught using various techniques and with more intensive focus on hard concepts.

Tier 3 intervention is also provided in addition to regular classroom instruction. Here the student receives more frequent and intensive support than in Tiers 1 or 2, sometimes on an individual basis.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We support second language development with the use of scaffolds such as prior knowledge, schema building, text reconstruction, and metacognition. We use technology tools like computer softwares for reading and math to foster interactive learning and we apply researched-based methods like sheltered instruction with differentiation. In the classroom, the demands identify the words, phrases and forms of language that students need to understand and use in order to meet discipline-specific standards in K-12 across

all four modalities (Listening, Speaking, Reading, and Writing). The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (TOMs). TOMs are what New York State designates as the standards measured by the Spring 2015 NYSESLAT. Finally, to capture performance with the necessary level of precision, every grade-band level TOM has been delineated across five levels, which are known as the Performance Level Descriptions (PLDs).

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

EPs take teacher-made assessments to in the target language and MOSLs in English. The level of of language proficiency in the target language is Entering. Our students doubled their achievement on the MOSL assessments between the beginning of the year (BOY) and end of year (EOY).

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The nine new admits did not pass the NYSITELL tested: six are at the Entering level; one is Transitioning; and, two are Expanding. None of our other students tested out last spring: 54% are at the Expanding level, 17% at the Transitioning level, 9% are at the Emerging level, and 20% are at the Entering level. In addition to the rate of ELLs who test out, we look at the movements or lack thereof across the proficiency levels. This comprehensive picture allows us to zero in on areas of weakness, be it reading or listening, and provide guidance to students on how to further sharpen the skills that they have mastered.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Students are identified by a review of the Home Language Survey (HLIS). This survey is conducted by a trained pedagogue, often assisted by another person on the staff or a parent when translation is necessary. Testing of identified students with the NYSITELL and NYSESLAT determines level of proficiency.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
To identify SIFE within 30 days of enrollment, we review of academic history and work samples and administer a SIFE oral questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Communication with the School Based Support Team is on-going: The SBST includes the Psychiatrist and Social Worker. The LPT team also include the ENL teacher, the Guidance Counselor, classroom Special Education teachers, Academic Intervention Specialist and Administrators. Parent or guardian will be present and translation services will be provided, as needed.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
ENL teacher monitors the timely distribution of parent notification letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Written notification of the ELL status appeal in the parent’s preferred language are sent to the parent or guardian.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Orientation meetings for parents of newly enrolled students are held throughout the school year. They have a chance to view the video prepared for them by the New York City Department of Education. They then discuss their choices of English program and other topics such as standardized tests and promotion standards. The Orientation Video referred to above is available in nine different languages. Parents whose home language is not represented in the list generally come to the meeting with a friend or relative to help with translation. They rank their choices of English program for their child only after they review and discuss the content of the video. The Office of Translation and Interpretation Services is also a resource we have used in the past.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teacher reaches out to the parents and ensures that the Parent Surveys and Program Selection forms are returned in a timely manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The parent surveys over the past few years indicate that parents – over 90% - prefer their children to be integrated into a monolingual classroom, and receive, through our freestanding ENL program, immersion in both language and content area instruction. Through parent orientations though, information is disseminated about the various second language programs. If a parent expresses preference for a transitional bilingual education (TBE) or dual language program, we provide them with up-to-date information about alternative placement. Parents receive monthly correspondence informing them about school activities, workshops and conferences that offer a forum for discussion of their child's progress and needs. Review of the patterns of parent requests does not indicate a desire for TBE. Furthermore, The sizes of the linguistic groups represented in the school do not at this juncture warrant any program expansion. So for the foreseeable future, we will continue to serve our English language learners through the Freestanding ENL Model. This year however, we extended our French/English Dual Language Program to include Kindergarten and 1<sup>st</sup> grade classes..
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher and Parent Coordinator ensure that placement parent notification letters are distributed in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher collects all ELL documentation for each child. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered every year in accordance with the state's strict guidelines. The Speaking modality is given individually to students over a four week period. The Listening, Reading, and Writing exams are administered on consecutive days by a team of pedagogues with whom the learners already have familiarity.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school uses all resources necessary to ensure that parents of new ELLs receive their child's Entitlement Letter and Program Selection Form. Those resources include mailing services, telephone contacts, and home visits as a last resort when forms are not returned
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
We have determined from Parent Surveys and Program Selection for the past few years that parents of our ELLs prefer an English mono-lingual classroom and pull-out program from ENL services.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
We implement a Stand-Alone ESL program, using the pull-out model of instruction, and an integrated ENL program. We pull out heterogeneous groups of students from different classes on a same grade level, or in some cases in contiguous grades, for ESL instruction through various content areas, including ELA, Social Studies, Math and Science.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
The model that we are following is a half-day French, half-day English one in two self-contained heterogeneous classrooms, one Kindergarten, one 1<sup>st</sup> grade. These are taught by teachers with Bilingual extension certification.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Through collaboration with staff, our English language learners receive ENL services according to their levels of proficiency, as mandated by the State Education Department. The time allocation is as follows: beginning and intermediate levels receive 360 minutes of instruction during the week; those who tested at the advanced level get 180 minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Based on the students' scores from the most recent NYSESLAT, we have put in place a number of programs to meet every ELL educational needs. Special Education students are served as per their IEPs and appropriate services are provided to all mainstream learners. Our ESL strategies are infused into content area instruction. The following is a partial list of approaches and methods we use to make content and language instruction comprehensible:
  1. The language experience approach (LEP) which focuses on reading instruction based on activities and stories developed from personal experiences of the learner. This approach has several benefits. It brings together writing, reading, art, and language. It extends the learners' creativity in storytelling through writing. It helps learners understand that what they think and say can be written. It is learner-centered and demonstrates that the learners' thoughts and language are valued. It provides reading material that is predictable and readable because it uses the learners' natural language.
  2. Total Physical Response (TPR). This method allows the learner to internalize the patterns and sounds of the language through spontaneous physical responses such as looking, laughing, smiling, turning, watching, grasping, holding, sitting, or running.
  3. Cognitive Academic Language Learning Approach (CALLA). This strategy was created specifically for students with limited knowledge of English. It enables them to become more proficient so that they can take part in content directed instruction. The main goal is for students to learn the content and skills necessary to become successful in their academic pursuits.
  4. Sheltered Instruction Organization Protocol (SIOP). Also known as specially designed academic instruction in English (SDAIE), Sheltered Instruction is a method whose main goal is to teach content to students learning English through a developmental language approach. One advantage of this approach is the fact that it draws from and complements methods and strategies advocated for both second language and mainstream classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We do not evaluate ELLs in their home language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Classroom teachers and the ENL teacher evaluate ELLs in all four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL statusDifferentiations for ELL subgroups are structured as follows: An intensive Phonics curriculum which includes elements of the Balanced Literacy Initiative, Foundations, and interactive computer softwares has been put in place to help SIFE students and Newcomers develop language and build content vocabulary. For the 4-6 years cohort, we use the Wilson Language Program and the STARS Program. These programs provide skill development in phonics, fluency, phonemic awareness, vocabulary, spelling, and decoding. Although we don't currently have nor foresee any long-term ELLs in our school, we also have in place Response to Intervention plan to address their academic needs and help them

overcome the challenges they might face. Our former ELLs benefit from an array of Enrichment programs to help them sharpen their skills and expand their knowledge base. They participate in After School instruction where they receive support to complete their homework in various subjects. They are also involved in Art, Music, and Robotics.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Within 6-12 months after the re-identification has been established, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent or her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use content-based English and the Wonders reading program and carefully adjust instructional materials, learning tasks, and classroom techniques for developing language, content, cognitive, and study skills. The curriculum materials provided by the school include an ESL-SWD component, complete with workbooks for the content area subjects using Go Math and Science and Social Studies NYS/NYC approved textbooks. So the core of the materials covered is made accessible to all the subgroups.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to meet these goals, our schools has diligently created a slew of programs and resources as recommended by the New York State Education Department:

- \_ General Education with Support Aids and Services;
- \_ Special Education Teacher Support Services (SETSS);
- \_ Integrated Co-Teaching;
- \_ Special Class Services.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

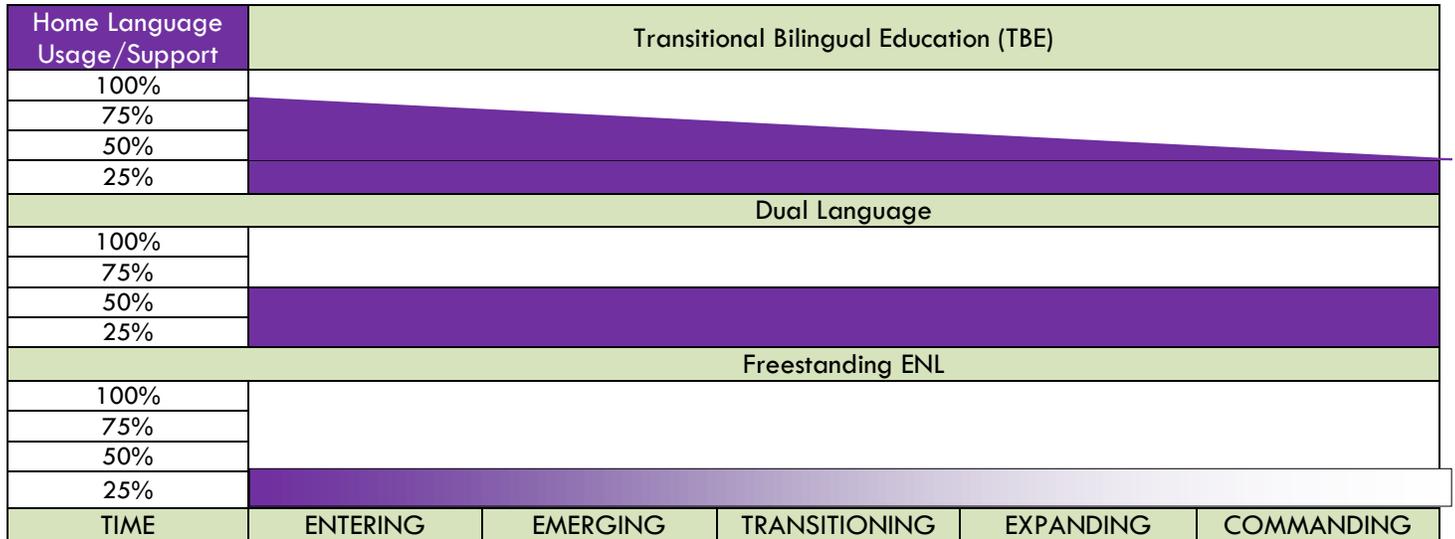


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
PS 3 has a very elaborate and level-specific intervention program. The schedule is set up in a clever way that affords levels 1 and 2 students a total of 225 minutes a week to work with an ENL Teacher in small groups of 5-7. This plan allows our ENL Teacher to use individual baseline assessments to tailor instruction and differentiate their intervention services for every student, regardless of their academic levels or capacities.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We are witnessing palpable progress in our learners' performances. In reading, the hook and connection point for the lower-level learners is the use of a lot of visuals and interactive animation through technology. In math the emphasis is on presentation of concrete scenarios that transition and spiraled to abstract concepts. Virtually every ELL, including beginners are showing convincing signs of language acquisition and conceptual understanding. They express themselves with greater clarity and increasingly demonstrate understanding of math.
12. What new programs or improvements will be considered for the upcoming school year?  
Two new math programs - discussed below - will be consolidated. Pre-K students will be introduced to a new math program called MATH FLASH, which is a fun, motivating, stimulating math training program for young minds
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELLs participate in all supplemental and enrichment services offered in the school: Intervention, After-School, which includes literacy and math, Robotics, Art and Music. These are all well established and very successful programs. They are enrolled in heterogeneous general education or CTT classes with native English speakers, where instruction (except for the Dual Language Program) is in English.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The school uses the Wonders Reading Program in grades K-5. This program includes a leveled library with 3 reading levels, workbooks, and multilevel component for ELLs.  
Grades K-5 use Go Math which is a focused elementary math curriculum designed to meet the goals of the Common Core Standards for Mathematics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is an important component of ENL instruction. Research indicates that native language art development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. In order to capitalize on this resource, we are providing our English learners with books in their native languages, bilingual glossaries and dictionaries, buddy systems, and technology tools such as CDs and DVDs. Some of these bilingual resource materials are also being made available to parents to facilitate the student/families' acculturation and to provide them with the skills and knowledge to become active participants at work and in their children's school. We also strive to use practices that are culturally responsive to students. Culturally sensitive practices reduce the level of anxiety in newcomers and contribute to accelerate language acquisition
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
In addition to the application of approaches like the total physical response (TPR) that are susceptible to engage newcomers of all ages before they can even produce oral responses, a fairly comprehensive array of services and programs have been put in place to facilitate their acculturation and integration in the new school system. (See next response).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Many new LEP/ELL students need a period of adjustment, not only to the education system they are entering, but also to the social environment of this country. This is a time during which they need an emotionally safe educational atmosphere that fosters rapid language learning, acculturation, and enhancement of self-esteem. Newcomer programs differ tremendously in terms of general structure and setup, curriculum, length of stay, and language of instruction. What they do share is a dedication to helping limited English proficient newcomer students' transition to the American school system (and culture) as quickly and painlessly as possible, and to provide educational approaches that emphasizes English language acquisition, while recognizing that development of language skills is but one of the many steps in the transition process.  
Newly enrolled ELLs get official welcome by a school administrator, and receive, along with the accompanying parent, a tour of the building to reduce anxiety and invite them to open up to the new environment. They get to visit specific locations like the nurse's office, the lunchroom, the gym, the auditorium, and the appropriate bathroom before they sit in their respective classrooms.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our DLP, this year in Kindergarten and 1<sup>st</sup> grade, take place in self-contained classrooms, with one teacher each. Students receive half of their instruction in English, and half of their instruction in the other/target language. Language is taught through content areas as well as through literacy. English and French are the languages in which the core content areas are taught. Emergent literacy is taught in the child's home language first.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Weekly Professional Development sessions take place on at the school level and at other venues throughout the city. In sessions held in the school, the Principal, Ms Beecher and her Assistant, Ms Legere discuss the manner in which the school curriculum must be implemented. Their presentations are generally supported by teachers' presentations of best classroom practices, including ELL support and instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Teachers of ELL attend professional development in supporting ELLs as they engage in the CCLS. Training in Response to Intervention is offered all teachers, including teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor meets with staff to assist ELLs as they transition from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Weekly Professional Development sessions take place on at the school level and at other venues throughout the city. In sessions held in the school, the Principal, Ms Beecher and her Assistant, Ms Legere discuss the manner in which the school curriculum must be implemented. Their presentations are generally supported by teachers' presentations of best classroom practices, including ELL support and instruction.

The ESL Teacher participates in off-site workshops, provided by the Office of English Language Learners and provides turnkey training to the school staff. Topics of interest designed to fulfill the hours of training include: strategies to implement differentiated instruction, instructional scaffoldings for ELLs, ESL policies and mandates, authentic assessment, and math content and skills. In monthly staff meetings, classroom teachers, specialists, pedagogical support personnel and school administrators share and discuss content and delivery of curriculum and their alignment to the Danielson's Instructional Framework and to the Common Core Learning Standards.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Translation is provided as needed through our network of interpretation services, in-house and through the Legal Interpretation Services. Often language and/or cultural barriers prevent parents from feeling confident in their own ability to collaborate with schools and assist in their children's academic achievement. Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution. Some examples of how schools can immediately increase parental involvement and subsequently establish mutual trust and respect between themselves and parents are: (1) Translate parent meetings and informational materials into community languages; (2) Offer adult English classes and family literacy programs; (3) Make explicit unstated rules and behavioral expectations (for example, that parents are expected to attend parent/teacher conferences); (4) Invite and encourage parents to volunteer at the school; and, (5) Offer power sharing relationships by encouraging parents to form advocacy groups, and enabling them to share in decision making about school programs and policies.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent engagement activities and supports ensure that there are appropriate translation and interpretation services to meet community needs. Meetings are held throughout the year for specific ELL populations (Bengali and francophone West African) to make them welcome and where their voice and opinions are listened to and to encourage them to participate in school activities..
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No.
5. How do you evaluate the needs of the parents?  
Surveys and ethnic-specific help us to evaluate the needs of our parents.
6. How do your parental involvement activities address the needs of the parents?

The school has several mechanisms in place to foster parent involvement. There are various P.T.A. activities, and parents are represented in the School Leadership Team where plans regarding curriculum and the school administration are discussed. About twice a year, parents and staff collaborate to share a multicultural luncheon in the school. Every new parent of an ELL has the opportunity to come to the school for a parent orientation to view the video presentation prepared by the New York City Department of Education about English language instruction. Additionally, workshops for parents of English learners are scheduled every month, as explained above. In those meetings, parents get the latest updates and discuss various educational issues: Common Core State Standards, student conduct in school, nutrition and health, literacy and adult ESL, computer training, promotion standards and other issues that are of interest to them.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

## **Part VI: LAP Assurances**

School Name: **P.S. 3/The Bedford Village**

School DBN: **13K003**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristina Beecher	Principal		10/29/15
Wendy Legere	Assistant Principal		10/29/15
Atasha Johnson-Harris	Parent Coordinator		10/29/15
	ENL/Bilingual Teacher		
	Parent		
Michael Cooper/Art	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		
	Coach		
	Coach		
Melanie Mills	School Counselor		10/29/15
Barbara Freeman	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 13K003      School Name: The Bedford Village School**  
**Superintendent: B**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The first step towards identifying the parents' language of preference is the home language survey which determines the parents' home language, then the ATS report regarding the student's language. The parents are also invited to an orientation meeting to be informed about the program that is available to their child/children. Meetings were held with the PTA and the school guidance department. All these give the school an insight to the parents' language of preference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of the parents at our school prefer English as a language of communication and involvement but 10% of them prefer languages other than English. These preferred language are Bengali, Arabic, Spanish, Fulani, Chinese, French, and Wolof.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are very important to all the parents or guardians because they contain critical information about the educational programs and services offered by the school. Some of these documents are: annual handbooks, newsletters, school calendar, notices of parent-teacher meetings and conferences, documents regarding testing, minutes from the School Leadership Team meetings and invitations to after-school programs, special education programs, and ESL programs. All these documents must be translated into the student's home language. These documents are always available when needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There are many formal face-to-face meetings with parents throughout the school year starting from the beginning of the school year including orientation meetings with parents explaining the school policies, curriculum night, parents-teacher meetings, students' activities, school safety and PTA meetings. Informal interactions include calls from the attendance teacher or guidance counselor.

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When requested and needed, we send the school information through mail and post it on the school's website. We use both in-house services, parent volunteers, and the translation services provided by the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When parents attend PTA meetings or school conferences, we have in-house staff and parent volunteers readily available for interpretation and translation services.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

There are workshops and professional development sessions given to the staff to ensure everyone is aware of the interpretation services offered to parents and how to get them. There is a list of the names of the staff members and parent volunteers available so that every teacher knows how to get the services needed.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

During students' and parents' orientations, the school offers welcome packages that alert the parents to our translation and interpretation services.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

There are surveys given to parents asking their feedback regarding the quality and availability of the services offered to them. During parent workshops, the administration meets with the parents and their feedback is requested. The PTA also sends our surveys asking for feedback regarding the services offered by the school. There are also many informal meetings with parents when their feedback is requested and discussed,