



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW BRIDGES ELEMENTARY
DBN (i.e. 01M001): 17K532
Principal: KEVYN BOWLES
Principal Email: KBOWLES@SCHOOLS.NYC.GOV
Superintendent: BUFFIE SIMMONS
Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kevyn Bowles	*Principal or Designee	
Rick King: Interim Representative	*UFT Chapter Leader or Designee	
Elizabeth Eccleston	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Britt Wilson	Member/ Teacher	
Karen Gerdts	Member/ Teacher	
Courtney Byrd	Member/ Teacher	
Shan White	Member/ Teacher	
Madeline Scheffler	Member/ Teacher	
Gina Inguanta	Member/ Teacher	
Michelle Durant	Member/ Parent	
Michelle Fearon	Member/ Parent	
M. Brissett	Member/ Parent	
Davon Delaney	Member/ Parent	
Kimberly James-Laurencin	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of our students will make a year of progress or more in **Reading** as measured by F&P Running Records and as tracked according to their independent reading level.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In October 2013,

- 7/65 first grade students are proficient in reading. 11% of first graders are proficient readers.
- 89% of first graders are below proficient in reading.
- 8/68 second grade students are proficient in reading. 12% of second graders are proficient readers.
- 88% of second graders are below proficient in reading.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Through professional development we will utilize knowledge of students in order to plan for small group strategy instruction in order to engage all students and meet intended outcomes. Identified personnel:

1. participate in further developing and utilizing CCLS aligned curriculum maps that reflect the CC instructional shifts and receive feedback for improvement
2. utilize assessment data to plan for small group instruction
3. collaboratively analyze student work to evaluate the effectiveness of curriculum maps/lessons
4. engage in reading professional texts regarding close reading.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, Instructional Coach , Teachers College Reading and Writing Project Staff developer, CFN network personnel for PD, Administration
2. Classroom teachers, Instructional Coach , Teachers College Reading and Writing Project Staff developer, CFN network personnel for PD, Administration
3. Classroom teachers, Instructional Coach , Teachers College Reading and Writing Project Staff developer, CFN network personnel for PD, Administration
4. Instructional Coach , Teachers College Reading and Writing Project Staff developer, CFN network personnel for PD, Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The strategy will be evaluated through:

1. review of curriculum maps and cycles of feedback
2. data-driven benchmark conversations
3. observation of inquiry/student-work analysis meeting
4. formal reflection opportunities for teachers.

D. Timeline for implementation and completion including start and end dates

1. Cycles of feedback on curriculum maps occur on a monthly basis from September to June.
2. Benchmark conversations occur three times per year in December, March, and June.
3. Teachers analyze student work on post assessments after each unit of study from September to June.
4. Monthly distribution in staff bulletin of important professional articles; discussion in Monday afternoon meetings from November to June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule provides teachers with six preparation periods per week, one of which is a collaborative planning meeting led by coach and administration. ;common planning is scheduled for grade teams every day.
2. The 2nd, 3rd, and 4th Monday of every month is an optional, per session funded professional development opportunity: including analyzing student work.
3. Schedule provides teachers with six preparation periods per week, one of which is a collaborative planning meeting led by coach and administration; common planning is scheduled for grade teams every day. Common assessments were purchased for reading, and constructed for math and writing.

4. Full-time instructional coach on staff. We have a staff development partnership with Teachers College Reading and Writing Project, which includes a monthly study group for the principal, bimonthly training days for the coach; ten on-site staff development days for teachers; and 15 calendar days for teachers at TC.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will provide materials and training to help parents work with their children to improve their academic achievement at Parent Teacher Conferences and through regular parent workshops.
- When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 532 New Bridges Elementary will foster a caring, effective home school partnership by maintaining an effective communication, inviting parents to monthly Family Day, Curriculum Orientation, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook, social media sites, and a school website.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

ARRA RTTT

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 70% of our students will have achieved or exceeded proficiency on grade-level Common Core aligned Interim Assessments and the Discovery Math assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

On the diagnostic first Interim Assessment given by the school and on the Discovery Math assessment, less than 10% of students exceeded proficiency according to grade-level benchmarks and standards.

65% of students fell below grade-level benchmarks and standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Through professional development we will utilize knowledge of students in order to plan for small group math strategy instruction in order to engage all students and meet intended outcomes. Identified personnel:

1. participate in further developing and utilizing CCLS aligned curriculum maps that reflect the CC instructional shifts and receive feedback for improvement
2. utilize assessment data to plan for small group instruction
3. Utilize a teacher leadership team to create a program of math intervention to support pivotal CCLS from K-2.

B. Key personnel and other resources used to implement each strategy/activity

Identified personnel include:

1. Classroom teachers, Instructional Coach , CFN network personnel for PD, Administration
2. Classroom teachers, Instructional Coach , CFN network personnel for PD, Administration
3. Teacher leaders (by application), Instructional Coach , CFN network personnel for PD, Administration.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The strategy will be evaluated through:

1. review of curriculum maps and cycles of feedback
2. data-driven benchmark conversations
3. Intervention student progress will be tracked in a separate, additional tracker.

D. Timeline for implementation and completion including start and end dates

The timeline is as follows:

1. Cycles of feedback on curriculum maps occur on a monthly basis from September to June.
2. Benchmark conversations occur three times per year in December, March, and June.
3. Math Intervention team will meet bimonthly from December to June. Intervention afterschool will begin in March. Within school intervention will be ongoing from December to June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A carefully constructed schedule provides teachers with six preparation periods per week, one of which is a collaborative planning meeting led by coach and administration; common planning is scheduled for grade teams every day.
2. The 2nd, 3rd, and 4th Monday of every month is an optional, per session funded professional development opportunity: including analyzing student work and data.
3. Per session funding was allocated for Math Intervention team, as well as for our intervention afterschool programs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will provide materials and training to help parents work with their children to improve their academic achievement at Parent Teacher Conferences and through regular parent workshops.
- When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 532 New Bridges Elementary will foster a caring, effective home school partnership by maintaining an effective communication, inviting parents to monthly Family Day, Curriculum Orientation, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook, social media sites, and a school website.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In order to build a strong system of **Parent-School Communication** so that parents feel welcome and engaged in the school, by the end of the year 80%

of parents will participate in Parent Teacher Conferences throughout the school year, and an 80% of parents or greater answering “agree” or “strongly agree” with the Learning Environment Survey statement “My child’s school makes me feel welcome”.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Investing parents and keeping them informed of their child’s academic progress is an important aspect of the school to home connection. As a new school, we need to actively work to develop relationships and partnerships with parents that lead to greater student success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The following strategies are utilized:

1. Outward-facing communication:
 - a. All classroom teachers send out weekly homework packets to parents, focused on upcoming instruction for the week, as well as any reminders.
 - b. The arts team sends out a quarterly newsletter, highlighting work being done at the school in the Arts and the school’s character education program.
 - c. Progress reports, highlighting student growth and progress are sent out 3 times a year, in between report cards.
 - d. Students who need extra social-emotional support, are put on behavior logs, which are sent home to parents on a weekly basis.
 - e. School uses Global Connect to call home and remind parents about school closings, PTA meetings, and other school events.
 - f. The school sends out a monthly reminders sheet with all the upcoming events.
2. Collaboration, partnership, and bidirectional communication:
 - a. Social media sites like Facebook and Twitter, is available for parents to ask questions and find out information
 - b. Parent/Teacher conferences included family activities for students and families.
 - c. Principal has “Parent Open Door” hours.
3. Invitation to participate:
 - a. Parents are invited to participate in field trips.
 - b. Curriculum Night in September included opportunities for parents to meet with teachers.
 - c. Various celebrations - particularly focused on the Arts - occur during the year, which parents are invited to.

B. Key personnel and other resources used to implement each strategy/activity

Identified personnel include:

1. Parent Coordinator, Classroom Teachers; Dean of Teaching and Learning (Coach); Arts Team (Music, Drama, and Visual Art Teachers); Administration
2. Parent Coordinator, Classroom Teachers; Dean of Teaching and Learning (Coach); Arts Team (Music, Drama, and Visual Art Teachers); Administration
3. Parent Coordinator, Classroom Teachers; Dean of Teaching and Learning (Coach); Arts Team (Music, Drama, and Visual Art Teachers); Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Ongoing assessment will be of percent attendance of family events, PTA meetings, performances, and Parent-Teacher conferences. Additionally, the school will monitor the number of parent complaints and resolution of those concerns.

1. Ongoing assessment will be of percent attendance of family events, PTA meetings, performances, and Parent-Teacher conferences. Additionally, the school will monitor the number of parent complaints and resolution of those concerns.

D. Timeline for implementation and completion including start and end dates

1. Monthly Newsletters (November-June); Progress Reports

2. Parent-Teacher Conferences (November, March); Daily office hours for parents to meet with administration (September-June)
3. Curriculum Night in September; Arts celebrations in December and May

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Global Connect, school website, social media sites, and schoolwide homework folders are used to effectively and consistently communicate with parents. The school’s parent coordinator, community associate, and full-time guidance counselor work closely with parents.
2. Administration’s schedule allows for principal office hours; the hiring of our parent coordinator and full-time guidance counselor also ensure that parents always have access to school personnel.
3. Arts schedule ensures every student has Drama, Music, and Art every week, in which teachers and students prepare for celebrations and performances; teachers are paid per session for their participation in afterschool parent workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Information about school and parent related programs, meetings and other activities will be shared in a format and in languages that parents can understand.
2. A caring and effective home-school partnership will be fostered to ensure that parents can effectively support and monitor their child’s progress.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 2.
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
2.
- 3. Key personnel and other resources used to implement each strategy/activity**
1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 5. Timeline for implementation and completion including start and end dates**
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> ☐ Wilson Foundations, ☐ Words Their Way ☐ LLI (Leveled Literacy Intervention) ☐ Guided Reading Groups ☐ Embedded Extended Day Minutes ☐ Reading Intervention after school program ☐ Differentiated instruction in the classroom 	<ul style="list-style-type: none"> ☐ RtI – STAR period (tiered small group responsibility shared by grade teams) ☐ Small group instruction in class ☐ One to one conferring ☐ Differentiated materials 	<ul style="list-style-type: none"> After School During School Day Star Period Intervention Block (Embedded Extended Day Minutes)
Mathematics	<ul style="list-style-type: none"> ☐ Teacher designed foundational centers ☐ Data-driven Morning Math routines and skill practice ☐ enVisions intervention materials ☐ Incorporation of manipulatives 	<ul style="list-style-type: none"> ☐ Small group instruction in class ☐ One to one conferring Differentiated materials 	<ul style="list-style-type: none"> After School During School Day
Science	Small group instruction	Small group	During school day
Social Studies	Small group instruction	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Counseling Individualized Behavior Plans 	<ul style="list-style-type: none"> Small group One-to-one 	During school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

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.

In order to recruit staff for our new school, we posted all vacancies on the Department of Education website. We attended various recruitment fairs around the city meeting with energetic and driven individuals. We also found potential candidates through the New Teacher Finder database and by reaching out to schools we admired who employed Teaching Assistants with full certification.

Through Article 18D of the UFT contract, we gathered a committee of experienced educators to sift through and sort all applications received. Once candidates were deemed qualified for a position, teachers were then interviewed by the panel members. Each candidate was scored using a committee created rubric aligned to our school's vision and mission. Each candidate's references, employee history and certifications were checked. All educators hired demonstrated mastery in the subject area they are teaching and have a deep understanding of the real-world application and its impact on students for middle, high school, college and beyond. All teachers are committed to the empowerment of each child's best self, as well as preparation for college and careers.

All staff members attended a rigorous, 2 week summer training session with a goal to build a strong, positive school culture and launch the school year with high-expectations for curriculum and instruction.

ONGOING:

- Administration posts job descriptions at teacher training institutions such as Teachers College, NYU, Hunter, and Brooklyn College
- Administrators attend job fairs hosted by the DOE, colleges, etc.
- Administrators utilize the DOE website to interview DOE identified "Highly Qualified" candidates
- Administrators work with Network HR staff to identify highly qualified candidates
- Administrators seek out candidates with multiple licenses to support the many needs of student body
- A minimum of 2 weeks of paid Professional Development are provided during the summer
- Ongoing professional development is provided to all staff members through Teachers College Reading and Writing Project, CFN 611, and full-time instructional coach
- Establish year-long professional goals with teachers using Danielson Framework
- Provide 4-6 formal observations with comprehensive, supportive feedback for all teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

SCHOOLWIDE PROFESSIONAL DEVELOPMENT

SUMMER PD SERIES: 2 weeks of intensive, Danielson aligned professional development for all new team members, including paraprofessionals, guidance counselor, office staff, and teachers.

TEACHERS COLLEGE READING AND WRITING PROJECT

Staff Development Days

- Demonstration Lab Sites
- Collaborative Planning Meetings
- Summer Mini-Institute

- 8/28/13
- Fall Cycle (K-2)
 - 11/6/13
 - 12/11/13
 - 12/18/13
- Winter Cycle (K-2)
 - 1/31/13
 - 2/7/13
- Spring Cycle (Pre K-2)
 - 3/26/13
 - 4/2/13
 - 5/20/13
- Calendar Days (Pre-K-2)
 - One per teacher from October-June
- Principal Study Group

MONTHLY MONDAY ROTATION

First Monday

- Reflective Action Plan

Second Monday

- Teachers College Reading and Writing Project: Calendar Day Turnkey

Third Monday

- Looking at Student Work/Driven by Data

Fourth Monday

- Danielson Focus Area

PROFESSIONAL LEARNING COMMUNITIES

Weekly Guided Collaborative Planning Meetings

- Sample Topics
 - Word Study Common Vision (K-2, 9/25/2013)
 - Skills Tracking (Pre-K, 10/10/2013)
 - Reading Workshop for Emergent Readers (K, 10/2/2013)
 - Choice Time as an Investment Tool (K, 10/9/2013)

New Teachers

- New Teacher Support Network: Each Monday, new teachers meet for a professional development program New Teacher Support Network.
 - Sample Topics
 - Goal Setting (9/30/2013)
 - Working and Waiting for 100% (10/21/2013)
 - Professional Organization (10/21/2013)
 - Tight Transitions (10/28/2013)
- Intervisitations.
- Weekly mentoring.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our Learning Support Team, our administrative team, our guidance counselor, and teacher leaders – together with our PTA and SLT – meet monthly to collaborate and evaluate that funds and services are coordinated to meet the goals we have for our school and for our programs.

SWP Schools Only

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/info, early intervention services, etc.).

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.

TA Schools Only

Use of Program Resources

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

As a Targeted Assistance Title I school, PS 532 New Bridges Elementary carefully studied and assessed the needs of the student body in order to plan for the spending of TA funds to push targeted students towards meeting proficiency.

Funds have been allocated and will be used for:

- ② Partial salary of an instructional coach and dean specializing in intervention and targeted student supports.
- ② Partial salary of a community associate, working closely with our families and teachers to build a strong home-school connection that supports student achievement.
- ② Partial salary of a guidance counselor delivering mandated, At-Risk, and push-in services to support the learning and success of targeted students.
- ② Professional development partnership with Goldmansour and Rutherford, an inclusion and special education consultant working to train teachers and school leaders on the best practices for supporting the needs of diverse learners in the classroom.

Purchase of Intervention materials: manipulative kits for math and guided reading materials for reading.

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).

All Targeted Assistance supports are focused on pushing our highest-need learners towards meeting proficiency. The school operates on the basis this should be done in a way which is fully inclusive. In order to do this, a great deal of the training and support teachers receive is about building up the “Tier 1” of intervention and support, which is having a fully scaffolded, carefully planned classroom that provides built in levers for pushing student achievement of the most struggling learners. Additionally, the model for coaching, AIS, and guidance is a push-in one, where students are supported within the classroom during the school day and in small after-school groups. In this way, disruptions and removals are minimized.

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

New Bridges Elementary'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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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 1st 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

New Bridges Elementary, 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 and 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 1st 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2013-14 TO 2014-15 SCHOOL YEARS

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information 

District 17	Borough	School Number 532
School Name New Bridges Elementary PS 532		

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 ESL teacher, and one parent.

Principal Kevyn Bowles	Assistant Principal NA
Coach Isabella Sperduto	Coach NA
ESL Teacher TBD	Guidance Counselor Paulette James

Teacher/Subject Area NA	Parent
Teacher/Subject Area NA	Parent Coordinator Alex Siler
Related Service Provider NA	Other NA
Network Leader(Only if working with the LAP team) NA	Other NA

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	211	Total number of ELLs	14	ELLs as share of total student population (%)	6.646.64%
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Part II: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs)</p> <p>Check all that apply</p>	<p>K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>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 <input type="checkbox"/></p>
---	---

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
	2	2	2											6
														0
Total	2	2	2	0	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs (0-3 years) ELLs (4-6 years) Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0									00
Dual Language	0									00
ESL	15									15
Total	15	00	15							

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual														
-------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Education n															
Number of ELLs by Grade in Each Language Group															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
?????	0													00	
?????														00	
?????														00	
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	

*EP=English proficient student

Dual Language																		
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(ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K	1	2	3	4	5	6	7	8	T O T A L										
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
?????																			00	00
?????																			00	00
?????																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00								

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
?????									00	00
?????									00	00
?????									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ____ Asian: Hispanic/Latino: Native American: ____ White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second 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	2	4	3											99	

Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic	1	1	2											44
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other		2												22
TOTAL	33	77	55	00	1515									

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2												44
Intermediate(I)			2											22
Advanced (A)	1	4	4											99
Total	33	66	66	00	00	00	00	00	00	00	00	00	00	1515

NYSESL AT Modality Analysis															
	Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN G	B														
	I														
	A														
READING/ WRITING	P														
	B														
	I														
	A														

	P													
--	----------	--	--	--	--	--	--	--	--	--	--	--	--	--

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA Bilingual (SWD)					00

NYS Math									
	Level 1	Level 2	Level 3	Level 4	Total				
Grade	English	NL	English	NL	English	NL	English	NL	
3									00
4									00

5									00
6									00
7									00
8									00
NYSAA Bilingual (SWD)									00

NYS Science	Level 1	Level 2	Level 3	Level 4	Total				
	English	NL	English	NL	English	NL	English	NL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Our school uses Fountas and Pinnel running records to assess the early literacy skills of our ELLs. We also supplement Fountas and Pinnell with TCRWP concepts of print assessment and spelling assessments. The data shows that our ELLs are able to use oral and verbal cues to identify items, but struggle to use context within a text to access information. This data will inform our instruction by helping us define our aims and questioning that will be used during leveled literacy intervention groups as well as in guided reading.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R and NYSELAT indicate that our ELL students face significant challenges in reading, but have some success in listening and speaking. Our results indicated that our ELL students are growing wth access to information, with no second graders in need of Beginning Level services opposed to the 2 students in first grade and kindergarten who still qualify for beginner level services..

How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your

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

The RNMR Modality report is not currently available for the Spring 2013 NYSESLAT.

For each program, answer the following:

What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 native language used?

A) According to our most recent round of running record collections, our ELLs are performing at or around their English speaking peers. School leadership takes part in weekly meetings with grade teams to analyze data, including the reading results of ELLs in their classrooms. By analyzing the reading data carefully we can see where a breakdown in understanding occurred, whether in fluency, accuracy or comprehension. Once that data is collected and looked at, we plan individualized conferring questions and teaching points to support understanding and access to information for all students.

B) & C): NA

Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Our school regularly collects data every day in the classroom. From observational notes to more formal running records or assessments, we have a lot of information to work with as we develop targeted intervention. Our school will work within the RtI framework to support instruction by strengthening core instruction through coaching. We will develop our teachers to develop language and literay across curriculum and integrate meaningful lessons in which students parter with teachers to produce the work.

How do you make sure that a child's second language development is considered in instructional decisions?

Our school will work to collect many pieces of data to consider before designing instruction. We eill engage families with in person meetings or surveys to get a sense of their cultural and educational experiences so far. We will create space in data reflection meetings to focus on what is holding our ELL's back on running records, interim math assessments, and daily independent work. Teachers from every content area will come together during grade team meetings to share strategies and best practices and learn from one anyother to empower each ELL student to succeed. We are sure to consider a student's second language when we are formatting work and structuring our schedule. Student work will be differentiated so they can access the information and be successful in their work.

For dual language programs, answer the following:

How are the English-proficient students (EPs) assessed in the second (target) language?

What is the level of language proficiency in the second (target) language for EPs?

How are EPs performing on State and City Assessments?

NA

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

The culture of reflection and growth is a part of our everyday practice at New Bridges. At the end of each "learning cycle" we will have a data analysis meeting in which we study the results of our running records (Fountas and Pinnell tests, letter sound assessments, sight word assessment, and interim assessments in math). We will analyze the successes of each of our ELLs and identify the instruction that we can link to those successes. We will also analyze the breakdown in understanding and the teacher or

school actions that contributed to that breakdown. Once we've analyzed where we need to go, we will use that data to inform our new cycle of instruction and design teaching points and conferring notes based on that data. Additionally, we will have a NYSELAT analysis meeting in which we study the results of our ELLs and identify learning goals based on areas in which they struggled. Next year, we will compare the scores of NYSELAT exams to the results from this Spring so we may assess where our programming is best serving students and where we can work to be better.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher. The responses from the survey, coupled with an informal interview will determine whether the student should be given the LAB-R exam. We will also be sure to offer the survey in the home language of the family so they have access to the necessary information about programming for their students. The LAB-R should be administered within the first ten (10) days of admittance into the school system. The Spanish Lab R will be administered by our ESL teacher in a private setting. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student doesn't achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he achieves proficiency on the NYSESLAT.

What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation within ten days of admission. Based on enrollment of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month. Our outreach plan includes phone calls home to ELL families as well as a mass mailing to give families (in their home language) access information regarding programming we offer. Our ESL coordinator, Isabella Spurduto, as well as our ESL instructor will host the family orientation meetings and set up a Q & A time for families after the session for any outstanding questions or issues.

Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters are sent out to the parents once students are identified as English Language Learners. Students are placed in the program their parents have chosen. Isabella Sperduto, our ESL coordinator, is responsible for distributing and collecting all entitlement letters. As ELL students join us, surveys, program selection forms and entitlement letters will be distributed on an ongoing basis by Ms. Sperduto. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about the three program choices for ESL, provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child.

Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Students are placed in the program their parents have chosen. Isabella Sperduto, our ESL coordinator, is responsible for distributing and collecting all entitlement letters. As ELL students join us, surveys, program selection forms and entitlement letters will be distributed on an ongoing basis by Ms. Sperduto. Parents are invited to a monthly meeting that address any questions and concerns about the ESL program, as well as receive information about their child's process in their selected program. Also, parents are invited to contact the ESL teacher with any questions or concerns. If communication in English is not possible, an interpreter will be provided for that parent in their native language.

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 will be administered to all ELLs this Spring by our ESL coordinator, Isabella Sperduto in the Spring of 2014. All four components of the test are administered and monitored by Ms. Sperduto and the ELL support team. Once a test is given, the students results are tracked in a shared google document that will allow us to follow their progress and ensure they are given all elements of the exam. The tests will be scheduled beforehand and times in which they will be removed from class will be communicated and planned with teachers.

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? (Please 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? Describe specific steps underway. 

100% of our parents are invested in seeing their students have ESL services provided to them in the push in model, which directly aligns to the interest of our families.

Part V: ELL Programming

Programming and Scheduling Information

How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?

What are the program models (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])?

1. Delivery of Instruction

a. The school currently uses the Push-in/ organizational models for ESL.

b. For the push-in model, students are placed in heterogeneous groups. The ESL teacher provides supplemental instruction to what

the students are learning in that particular content area/ curriculum. For the pull-out model, the students are also pulled out in

their

heterogeneous groups. They remain in their same grade group. When ELLs are pulled out of their general classrooms, they mostly remain in their heterogeneous group. This is true for kindergarten, first grade and second grade. When ELLs were placed in their general education classes, they were grouped by grade, not by proficiency level. It is only during their pull out ESL sessions when they are grouped by their proficiency, 45% of their ESL session throughout the school year. When the ESL teacher pushes into the classroom during most of the week, she works with all ELLs within that particular class in that particular grade, regardless of proficiency level.

How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Most of the ELLs are placed in one classroom for each grade, which makes pushing in more feasible. The ESL teacher provides 4 periods a week for each grade/class, as well as pull out beginners and intermediate students for additional periods. Students who are at the beginner and intermediate levels are pulled out from reading and/or writing periods to receive language services. Kindergarten, first and second grade have lunch together. The ESL teacher is provided with the school prep schedule, as well as individual class schedules to create an ESL schedule that will best accommodate the students and the teachers. This insures that all ELLs receive their mandated instructional minutes. Beginners and intermediate ELLs receive 360 minutes of ESL instruction during the week, which equates to seven (7) periods a week. Advanced ELLs receive 180 minutes of ESL instruction during the week, which equates to three and a half (3 ½) periods a week. The instruction times for ELA (180 minutes) for advanced ELLs are satisfied through their ELA instruction with their general education teacher. For a breakdown on program schedules, please refer to ELL Programs under ELL Demographics.

Describe how the content areas are delivered in each program model. Please 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.

For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions. Activities where ELLs can move around and interact with other students have been proven to be most effective for ELLs. All ESL instructional approaches and methods are guided by NYS regulations. This school has adopted the Teacher's College Reading and Writing Workshop model, which currently dictates how ELA is delivered in each grade. We are using Everyday Math to guide our math curriculum for grades K-3. Science and social studies curriculums are guided by scope & sequence. NYS standards also play a role in ESL instruction. Translation services are provided to our ELLs by the ESL teacher or any other language support staff, in conjunction with content area delivery.

How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Exams that must be delivered in native languages will be tracked by our ELL support team on a shared google document that all teachers have access to and can input information into.

How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Exams that evaluate students in all four modalities of English acquisition will be monitored by our ESL support team in the

shared good document that tracks any assessment and scores delivered to an ELL on our team.

How do you differentiate instruction for ELL subgroups?

Describe your instructional plan for SIFE.

Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

Describe your plan for ELLs receiving service 4 to 6 years.

Describe your plan for long-term ELLs (completed 6+ years).

Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE: When a SIFE student returns to school, they are given a brief informal assessment of their basic skills and knowledge of

English. The student is reintroduced to the classroom environment through displaying language and content objectives and presenting information in varied ways (written, demonstrations, manipulatives). Once the student feels comfortable in their classroom environment, they follow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ESL teacher meets with the student's content teacher and discusses areas for improvement and possible meetings for the student.

b. Newcomers: ELLs who are in US schools less than 3 years take part in a newcomers program their first year. The main focus here

is to adapt to the classroom environment, develop their basic English vocabulary and begin Foundations with their content area teacher and with the ESL teacher. After their first year, the program changes to fit the student, addressing any academic weaknesses. Focus is now placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

c. ELLs receive 4-6 years of service: Students participate in their chosen ESL program, working with the ESL teacher on developing

stronger reading and writing skills. At this point, most ELLs are either advanced or proficient in the listening and speaking modalities. All four modalities are addressed in most activities, but deficiencies are more prevalent in reading and writing in English. Making predictions, inferences, brainstorming lists, asking questions about the text help ELLs understand the material. Making outlines, creating charts and using graphic organizers are evident in ESL instruction.

d. Long Term ELLs: Looking at data and conferencing with content area teachers will help create a profile for these ELLs. If

needed, teachers will arrange tutoring sessions throughout the school day to pinpoint and address any issue the student is having with a particular concept/content area. We will support our former ELLs by carefully monitoring their academic progress at each term and reflecting on structures we can input into their classrooms to maintain their growth. Test accommodations for former ELLs are dependent on the student's learning needs and will be individually determined by the ELL Support Team before the beginning of each testing cycle.

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?

We currently do not have any students enrolled that are ELL-SWD. If we do have any students who are ELL-SWD join our team, the ELL support team will meet with the learning support team to come up with scaffolded resources (visual anchors, personal checklists, etc.) that meet the individual student's needs.

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

We currently do not have any students enrolled that are ELL-SWD. If an ELL-SWD joined our team, the ELL Support team

would work carefully with the classroom teachers of the ELL-SWD to create a structured partnership between the special ed needs of the student as well as the language goals of the student.

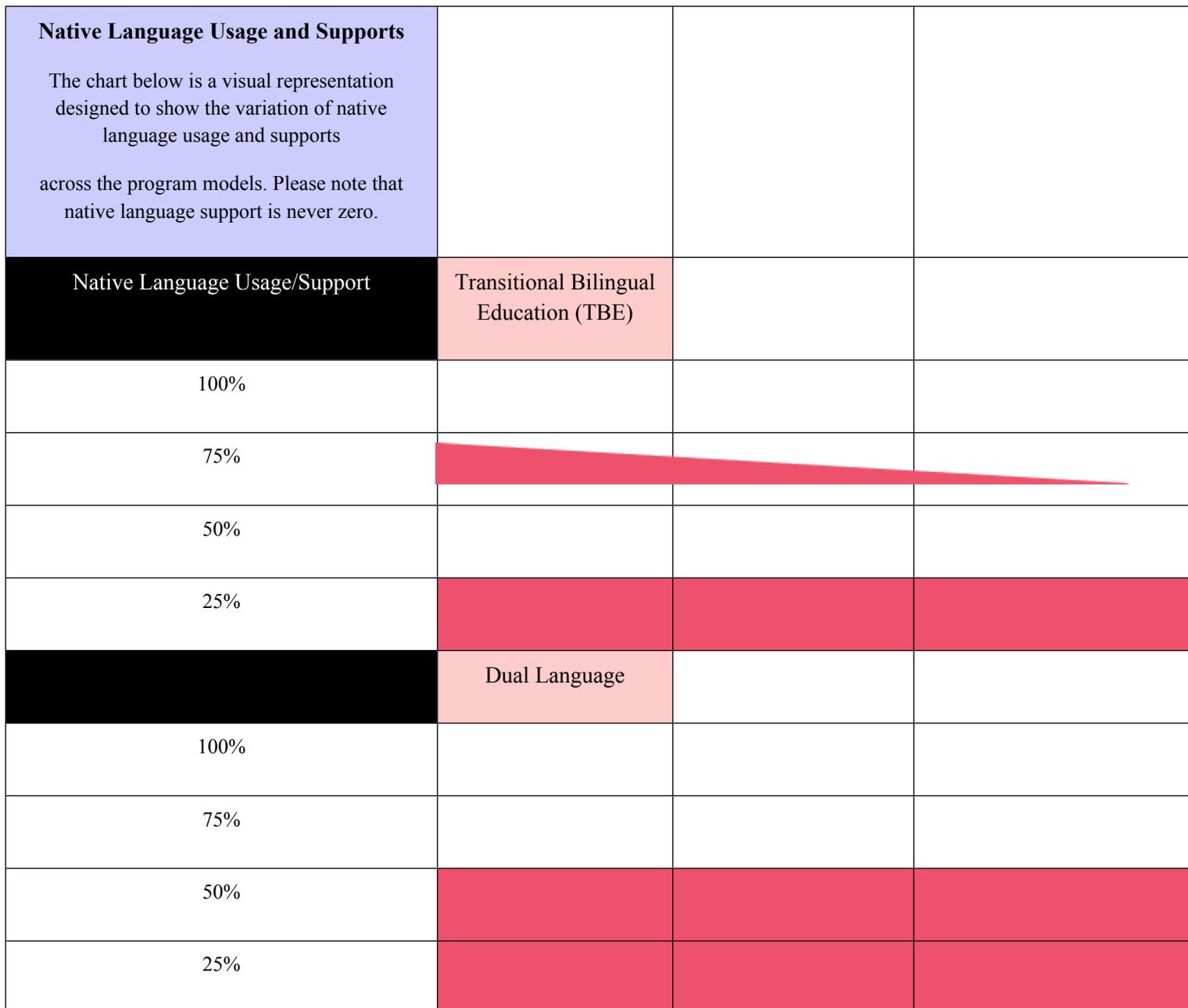
Courses Taught in Languages Other than English <i>ℵ</i>				
<p>NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:</p> <p>classes that are taught in English using books in the native language</p> <p>heritage classes</p> <p>foreign language (LOTE) classes</p>				
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				

Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required	540 minutes	360 minutes	180 minutes

under CR Part 154	per week	per week	per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

Programming and Scheduling Information--Continued

Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.

All intervention services are offered in English. We provide afterschool on Monday's through Thursdays in literacy and reading to help students develop their foundational reading skills (letter sounds, blends, etc.) . Every Friday classroom teachers support students in math intervention by pulling small groups and doing a re-teach of a lesson that was not mastered. Students are pulled into targeted centers based on their mastery of the lessons taught that day.

Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As a new school, the effectiveness of our current program is yet to be determined. However, will careful data tracking and regular reflection, we believe our services will meet the needs of all our ELLs.

What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English.

What programs/services for ELLs will be discontinued and why?

There are no programs that will be discontinued.

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your

building.

All students, including ELLs, are welcome to participate in any program.

. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All students, including ELLs have access to computer time in their classrooms as well as a diverse and rich student library. Teachers have been given access to a website called "Reading A-Z" which offers books in both Spanish and English. Word wall words posted around the room are posted in both Spanish and English. The interactive reading website, Starfall, which is used during centers time, that gives students access to reading programs in Spanish and English. Phonemic awareness is necessary for EL students in order to demonstrate an understanding for the linguistic characteristics of English. This supports ELD standards as well as builds foundational reading skills.

. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

With freestanding ESL, the only language spoken is English. The ESL teacher can provide translation services (Spanish) personally

or through the DOE, if needed. There aren't any textbooks that cater to any ELL's native language in any content area. Typically, ELLs are given assistance by the ESL teacher or any other language support staff.

. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services and resources correspond to ELLs' ages and levels. They are all located in their general classrooms as well as our guided reading library.

. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In the upcoming school year (and whenever we welcome a new ELL student) we plan to create a welcome workshop to introduce them to our school programs and curriculum. We believe this effort will help ensure our ELL students and families feel welcome and comfortable in their new school environment.

. What language electives are offered to ELLs?

Currently no language electives are offered.

. For schools with dual language programs:

How much time (%) is the target language used for EPs and ELLs in each grade?

How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

How is language separated for instruction (time, subject, teacher, theme)?

What Dual Language model is used (side-by-side, self-contained, other)?

Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

Professional Development and Support for School Staff

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. In addition to professional development workshops held regularly at the school, all ELL personnel participate in Teacher's

College Workshops once a month, as well as ELL meetings held by the district and the network, ICI. Also, ESL staff takes part in the school cabinet. The purpose of the school cabinet is to discuss instructional strategies and methods that would address any academic difficulties for all students, including ELLs. Our parent coordinator, common branches teachers, guidance counselors, and secretaries will participate in professional development sessions across the year. Professional development will be after-schools on Tuesdays every other month.

2. Each Wednesday grade teams have a collaborative planning meeting led by the academic coach who offers specific literacy, math, and other coaching related to grade wide needs, including those of ELL students. This coaching is aligned with common core learning standards and can focus on how to meet the needs of ELLs as they are working to engage with the common core learning standards.

3. The ESL staff must attend each individual grade level meeting once a month to discuss ELL progress and how the content area teachers can further develop the students academic and language proficiency. The meetings are designed to enable communication between the principal and pedagogues about various topics, including transitioning students into middle school. Our guidance counselor will partner with ELL providers at the local middle school to begin developing our understanding of how to create a smooth and successful transition. The guidance counselor will turnkey this information to teachers during professional development sessions on how to set up for a successful transition.

4. There are regular professional development workshops held for all teachers at the school. The ELL training workshops will take place once every two months. They address topics ranging from literacy, informal and formal assessments to translating NYSESLAT data into effective instruction for all levels. Records of these workshops and trainings will be recorded by the ESL support team.

Parental Involvement

Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

How do you evaluate the needs of the parents?

How do your parental involvement activities address the needs of the parents?

Parental Involvement

1. The Parent Teacher Association (PTA) is open to any and all parents of students, including ELLs. Meetings are held once a month for parents who inquire about instruction, assessment, curriculum and how to help their students acquire the language at home. We will offer workshops on how to support ELL learning at home. Our guidance counselor will also provide a parental workshop on how to support ELLs as they transition to middle school.
2. The school is currently participating with a program called Move This World, a non-profit organization that uses creative movement as a vehicle to transform conflict, violence and bullying in communities. ELLs actively participate and express themselves through movement during their weekly sessions with move this world. ELL families are invited to participate in Move This World Family workshops.
3. Along with letters sent home with the child, surveys are handed out to assess the needs of the parents, including those of ELLs. Surveys are given during PTA meetings, which are held once a month. Our parent coordinator Alex Siler will be responsible for distributing and managing ELL parental involvement.
4. Based on surveys, interviews and other mediums, parents are mostly concerned with helping their child maintain a level of success comparable to a non-ELL student.

Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>New Bridges Elementary</u> School DBN: <u>PS 532</u>			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevyn Bowles	Principal		12/2/13
	Assistant Principal		1/10/10
Alex Siler	Parent Coordinator		12/2/13
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Isabella Sperduto	Coach		12/2/13
	Coach		1/1/01
Paulette James	Guidance Counselor		12/2/13
	Network Leader		1/1/01
	Other		1/1/01

	Other		1/1/01
	Other		1/1/01
	Other		1/1/01