

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: NEW BRIDGES ELEMENTARY
DBN (i.e. 01M001): 17K532
Principal: KEVYN BOWLES
Principal Email: KBOWLES@SCHOOLS.NYC.GOV
Superintendent: CLARENCE ELLIS
Network Leader: DEBORAH SCHAEFER

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	
Britt Wilson	*UFT Chapter Leader or Designee	
Michelle Fearon	*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	
Isabella Sperduto	Member/ Teacher	
Karen Gerdts	Member/ Teacher	
Courtney Byrd	Member/ Teacher	
M. Brissett	Member/ Teacher	
Dawn Delaney	Member/ Teacher	
Kimberly James-Laurencin	Member/ Teacher	
Theresa Colon	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, 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.

The beginning of year Fountas and Pinnell running record assessment, administered individually as part of a battery of holistic reading assessments, showed that a significant portion of each classroom begins the school year approaching or significantly behind grade level according to CCLS benchmarks.

First	Second	Third																								
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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/Guided Reading instruction
3. collaboratively analyze student work and holistic reading assessments to plan instruction
4. engage in demonstration labsites and planning meetings around whole group, small group, and individual reading instruction

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

1. Classroom teachers
2. Instructional Coach
3. Teachers College Reading and Writing Project Staff developer

4. CFN network personnel for PD
5. Administration

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

The strategy will be evaluated through:

1. frequent feedback from informal and formal observations utilizing the *Danielson Framework for Teaching*
2. review of curriculum maps and cycles of feedback
3. data-driven benchmark conversations
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. Frequent observations occur from October – 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.
2. Additionally, common planning is scheduled for grade teams every day.
3. The 2nd, 3rd, and 4th Monday of every month is an optional, per session funded professional development opportunity: including analyzing student work, TCRWP calendar day turnkeying, and other Danielson-aligned topics.
4. Through Teacher’s College teachers receive 8 staff development days, 1 calendar day each, and a Summer Mini-Institute.
5. The principal participates in a monthly study group, and the coach in a bimonthly study group.
6. Through CFN 611, principal and staff have access to a wide range of professional development opportunities.

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. 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.
2. When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
3. 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.
4. 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.
5. 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
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 Performance Task 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.

Beginning of the year assessments in Math showed that our students had a mastery of grade level Common Core Learning Standards at the following levels:

- Kindergarten 19.8%
- First Grade 10.5%
- Second Grade 18.1%
- Third Grade 41.4%

Institution	No. of students	Overall	Admin_01	MA.1.1.NBT	MA.1.1.OA	MA.K.K.CC	MA.K.K.OA
17K532 New Bridges Elementary Total	61	19.8%	0.0%	3.8%	9.6%	37.5%	20.5%

First

Institution	No. of students	Overall	Admin_01	MA.1.1.NBT	MA.1.1.OA	MA.2.2.NBT	MA.2.2.OA
17K532 New Bridges Elementary Total	52	10.5%	0.0%	12.2%	20.8%	7.7%	3.2%

Second

Institution	No. of students	Overall	Admin_01	MA.2.2.NBT
17K532 New Bridges Elementary Total	70	18.1%	0.0%	18.1%

Third

17K532 New Bridges Elementary Total	51	41.4%	66.7%	35.1%	39.2%	46.0%
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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

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. Utilize a teacher leadership team to create and implement a “Balanced Math” program, with a focus on operational fluency and supporting higher order thinking, as well as providing intervention to support pivotal CCLS from K-2.

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

1. Classroom teachers
2. Instructional Coach/Dean of Teaching and Learning
3. Math Action Teacher Leadership Team
4. CFN network personnel for PD
5. Administration

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

The strategy will be evaluated through:

4. frequent feedback from informal and formal observations utilizing the *Danielson Framework for Teaching*
5. review of curriculum maps and cycles of feedback
6. data-driven benchmark conversations
7. formal reflection opportunities for teachers.

8. 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. Frequent observations occur from October – June.

9. 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.
2. Additionally, common planning is scheduled for grade teams every day.
3. Monday Professional Development Time is allocated on a monthly basis for Math-related topics.
4. Per session is allocated for the afterschool meetings of Math Action team.
5. Through CFN 611, principal and staff have access to a wide range of Math instructional professional development opportunities.

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. 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.
2. When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters.
3. 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.
4. 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.
5. 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.
6. 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
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 continue building 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 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.

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

1. All classroom teachers send out weekly homework packets to parents, focused on upcoming instruction for the week, as well as any reminders.
2. 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.
3. Progress reports, highlighting student growth and progress are sent out 3 times a year, in between report cards.
4. Students who need extra social-emotional support, are put on behavior logs, which are sent home to parents on a weekly basis.
5. School uses Global Connect to call home and remind parents about school closings, PTA meetings, and other school events.
6. The school sends out a monthly reminders sheet with all the upcoming events.
7. School website, as well as social media sites like Facebook and Twitter, is available for parents.
8. Parent/Teacher conferences included family activities for students and families.
9. Parents are invited to participate in field trips.
10. Curriculum Night in September included opportunities for parents to meet with teachers.
11. Parents are invited to many events throughout the school year, many of them Arts performances and showcases.

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

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

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

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

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

1. Daily office hours for parents to meet with administration (September-June)
2. Monthly Newsletters (November-June)
3. Parent-Teacher Conferences (November, March)
4. Progress Reports

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

1. The school’s parent coordinator, community associate, and full-time guidance counselor work closely with parents.
2. Global Connect, school website, social media sites, and schoolwide homework folders are used to effectively and consistently communicate with

parents.

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.

By June 2015, we will improve our overall attendance by at least 2.5% to 93% as evidenced by the end of the year overall attendance.

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 2013-2014, we ended the year with 91.5% overall attendance. This missed learning time significantly impacts the potential for raising student achievement, particularly for those students who are chronically absent.

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

- a. RECOGNITION: Students and classes with high attendance are publicly recognized in our daily morning assembly, called "Bright Start".
- b. ANALYSIS: On a weekly basis, attendance data is shared with teachers and all team members, highlighting classes above and below expectations.
- c. COMMUNICATION: Automated phone calls are made to the parents of both absent and tardy students. In extreme cases, this communication will be escalated to the form of home visits.
- d. RESEARCH: Teachers are expected to do individualized "research": meeting with families of chronically absent students to identify factors for absence and lateness.
- e. COLLABORATION: An Attendance Committee meets as part of the school's Operational Cabinet.
- f. REFERRAL: Referrals to appropriate agencies are made for students and families who need additional support to improve attendance.
- g. ENRICHMENT/INTERVENTION: Individualized, supportive instruction and enrichment opportunities are built into the school day – providing additional incentive and motivation and removing barriers of frustration which might contribute to low attendance.

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

- a. RECOGNITION: Bright Start Team: Arts Teachers and Administrators
- b. ANALYSIS: "Bulletin" Writers: Administrators and teacher leaders
- c. COMMUNICATION: Office Staff and automated School Messenger System
- d. RESEARCH: Classroom Teachers
- e. COLLABORATION: Attendance Committee: (Guidance Counselor, Teacher Representatives, Parent Coordinator, Support Staff)
- f. REFERRAL: Attendance Committee: (Guidance Counselor, Teacher Representatives, Parent Coordinator, Support Staff)
- g. ENRICHMENT/INTERVENTION: Classroom Teachers, Arts Staff, Leadership

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

1. These strategies will be evaluated by:
 - a. Daily, Weekly, and Monthly Analysis of Attendance
 - b. Student and parent feedback

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

1. RECOGNITION: Beginning in October, Monthly individual and class attendance results are shared with students in Bright Start.
2. ANALYSIS: Beginning in September, the school's weekly Bridge Bulletin included Attendance results for all classes.
3. COMMUNICATION: Beginning on the first day of school, automated calls are made on a daily basis to all students who are late and/or absent.
4. RESEARCH: Beginning in December, teachers will be asked to do "Research" in the form of Family Engagement meetings with students with chronic absences.
5. COLLABORATION: On a biweekly basis beginning in September, the Attendance Committee meets as part of the Thursday Operations Cabinet.
6. REFERRAL: Referrals occur as needed, and are discussed in biweekly Attendance Meetings.
7. ENRICHMENT/INTERVENTION: Throughout the school year.

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

- h. The school's parent coordinator, community associate, and full-time guidance counselor work closely with parents.
- i. Global Connect, school website, social media sites, and schoolwide homework folders are used to effectively and consistently communicate with parents.

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).

Approaching each attendance "case" as an individual situation, while also putting in place schoolwide systems and incentives around attendance, builds relationship and trust with our families.

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.

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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.

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

a.

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

a.

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

1.

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

1.

10. 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"> ● Rtl – STAR period (tiered small group responsibility shared by grade teams) ● Small group instruction in class ● One to one conferring ● Differentiated materials 	<p>After School</p> <p>During School Day</p> <p>Star Period Intervention Block (Embedded Extended Day Minutes)</p>
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 <p>Differentiated materials</p>	<p>After School</p> <p>During School Day</p>
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling</p> <p>Individualized Behavior Plans</p>	<p>Small group</p> <p>One-to-one</p>	<p>During the school day</p>

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

- 6. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
X	School Wide Program (SWP)		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.
<p>In order to recruit staff for our growing 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.</p> <p>Through Article 18D of the UFT contract, we gathered a committee of experienced team members 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.</p> <p>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.</p> <p>ONGOING:</p> <ul style="list-style-type: none"> -Hiring Committee posts job descriptions at teacher training institutions such as Teachers College, NYU, Hunter, and Brooklyn College - Hiring Committee attends job fairs hosted by the DOE, colleges, etc. - Hiring Committee utilizes the DOE website to interview DOE identified "Highly Qualified" candidates - Hiring Committee works with Network HR staff to identify highly qualified candidates - Hiring Committee seeks out candidates with multiple licenses to support the many needs of student body -A minimum of 6 days 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 -Year -long professional goals are established with teachers using Danielson Framework -Provide 3-6 official 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).
PD PARTNERSHIPS
<i>Teachers College Reading and Writing Project</i>
<p>Pre-K, K, and 1 Staff Development Days with Rachel Rothman</p> <ul style="list-style-type: none"> • Demonstration Lab Sites • Collaborative Planning Meetings • Summer Mini-Institute

2 and 3 Staff Development Days with Eric Hand

- Demonstration Lab Sites
- Collaborative Planning Meetings

Instructional Coach Development Days (At PS 11)

Principals as Instructional Leaders Conferences (at Columbia University)

Goldmansour and Rutherford: Inclusion Specialists

- Observation and Coaching
- Whole School "Shared Path" Planning
- Leadership Consultation

Ramapo for Children: Behavior Specialists

- Observation and Coaching
- Workshops and Training (Teaching Staff and Support Staff)
- Leadership Consultation

Move This World

- Adult culture and staff communication workshops.
- Student workshops
- Parent workshops.
- Leadership consultation.

SUMMER PD SERIES

- DAY 1 Move This World
Team Building around Mission, Vision, Pillars
Core Values: Deep Dive
Team Structures/Shared Responsibility
Instructional Focus and the CEP
High Expectations through Classroom Environment
- DAY2 Rachel from Teachers College Reading and Writing Project
- Balanced Literacy, Component by Component
 - Engagement, Independence, and a Culture of Reading and Writing
- DAY3 Building on the Foundation: Going Deeper with the Instructional Focus
Scheduling the School Day: Maximize the Learning in Every Moment
The First Month of School: Setting Expectations for the Culture We Want in Our Classrooms
The Whole Child: Social-Emotional Supports in the Classroom and Schoolwide
Taking Math to the Next Level: Math Discourse
- DAY4 Community Building: High Ropes Course Adventure
- DAY5 New Bridges Fundamentals for New Teachers
Curriculum and Classroom Set Up

MONDAY PD ROTATION

FALL 2014-2015

1. Schoolwide Topics
 - Common Vision Building
 - Reflective Action Plan
2. Study Groups (Biweekly)
 - Word Study Action Team
 - Multicultural Education Study Group
 - Choice Words Book Study: How to Empower Engagement and Independence
 - Excellence in Management and Culture

- Team 3b: Using Questioning and Discussion Techniques
3. Driven by Data
 - School, Class, Small Group Data Analysis
 - Individual Child Study
 4. Study Groups (Biweekly)

1:1 Coaching and Support

New Teacher Support

Focus on Domain 2: Classroom Environment (Antron, Mairead, Jackie, Amanda, Kelvin).

Demonstration

Observation and Feedback

Live Coaching

- Delivering clear, consistent directions.
- Maintaining high expectations and giving consistent consequences.
- Establishing a culture for learning by creating an interactive, organized physical space.
- Taking control of professional responsibilities through personal organization.

Returning and New Teacher Support

Planning and Preparation of Lessons (Britt, Victoria, Jackie, Shan, Courtney, Mairead, Antron).

Guided Collaborative Planning

- Demonstrating knowledge of content and pedagogy through unit study.
- Demonstrating knowledge of students by adapting units for individual and small group learning needs.
- Demonstrating knowledge of students by and setting instructional outcomes for students by studying assessments and adapting instructional scope and sequence.

Developing Teacher Support: Teacher Improvement Plans

- Individualized coaching
 - With in-school coach
 - With Ramapo coach
- Additional, non-evaluative observations and feedback

Small Groups

Teaching Assistants

- Pre-K Collaborative Planning
- Tuesday Check-Ins
- Move This World
- Goldmansour and Rutherford

Arts Teachers

- Collaborative Planning: Problems of Practice
- Developing Interschool Focus Groups

Special Education Teachers

- Goldmansour and Rutherford
- Ramapo for Children
- Bi-Weekly SPED Meetings with Special Education Coordinator

Support Staff

- Weekly Operations Meetings
- Ramapo For Children
- LCS

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.).

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.).

At our school, more than 80% of our students qualify for free or reduced lunch and 25% of our students are living in transitional housing. A full day Pre-K program offers systematic structure and consistency which supports our youngest learners in their social, emotional and academic development. Our Crown Heights neighborhood is saturated in daycare programs which provide working families with non-academic child care, but as educators we believe that a student's experience in a Common Core aligned, academically rich Pre-K program is the key for setting our students up for academic and social success as they enter Kindergarten. In the 2013-2014 school year we welcomed 75 Kindergarten students, but less than 20 had formal DOE Pre-K experiences beforehand. Maximizing a student's time in an engaging, inclusive, and scholastic classroom at New Bridges Elementary gives them the strong start for their time here and a lifetime of learning and growth – and we look forward to welcoming next year's Kindergarten class from our over 75 Pre-K students served in 5 early childhood classrooms this year.

Pre-K students will not have any questions when they enter our Kindergarten rooms for the first time the following September. We eliminate the mystery or fear of transitioning by offering miniature "field trips" in which Pre-K students join a Kindergarten room for a period of the day. They get to ask and answer questions, observe the room around them, and start to become familiar with the changes they will soon face. We work to create a welcoming culture for families by offering an open house back to school night, in which new Kindergarten families are welcomed into classrooms and are briefed in the academic, social, and emotional curriculum that their children will engage in.

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.

Driven by our belief that all students can learn and that it is necessary to do whatever it takes to pursue that purpose, we always ask ourselves "what do we want students to have learned?", "why do we want them to learn it?", and "how will we know when they have learned it?" With this information we are able to intentionally plan and design whole class, small group, and individualized instruction which meets the needs of all students. At New Bridges, student achievement is assessed and tracked in ways that are common and consistent across grade teams and vertically aligned from grade to grade. In this way, we are able to always focus on results, planning and modifying instruction and responding to the needs of all of our learners, in order to most effectively drive student achievement.

In Reading, comprehensive assessments--measuring scholars' accuracy, fluency, rate, and comprehension--are used on a formative and summative basis. The running records we utilize allow teachers to determine students' independent and instructional reading levels, and to get to closely know their students as readers. The independent level--the level at which scholars can and should be practicing the skills they learn in all their literacy-driven experiences throughout the school day, and the instructional level, at which scholars are pushed and challenged while working directly with teachers in guided reading groups, are essential to our literacy instruction. The running records are administered both quarterly and as New Bridges scholars appear to their teachers to be ready to progress to the next level. Besides the running records, which are holistic reading inventories, we also utilize assessments such as concepts of print, letter-sound lists, high-frequency sight word lists, decoding inventories, and rubric-graded writing about reading.

With Reading assessments as well as with Math baseline, midyear, and End of Year assessments, and "On Demand" CCLS writing assessments, teachers engage in professional development and collaborative analysis to plan instruction.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

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.

DBN: 17K532

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$237,992.04	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,731,573.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K532 **School Name:** New Bridges Elementary

Cluster: 6 **Network:** 611

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registration all parents/guardian fill out a Home Language Identification Survey (HLIS) in order to determine the primary language spoken at home. On the form parents also indicate what language they would like to receive written information from the school, and in what language they would prefer to communicate orally with school staff. Once the HLIS are collected the language information is inputted in ATS by the school's Pupil Accounting Secretary. The school uses question numbers 1 and 2 in Part 3 of the HLIS, and the Home Language Aggregated Report to track the home language. If parent indicate a language other than English qualified school personnel assist parents/guardians in filling out this document accurately. All written communication documents from the school are sent to all parents in both English and parent native language. The school utilizes the Language Interpretation Services (LIS) to translate documents in the parent's native language and NYC Department Education translation and interpretation hot line services to translate during Parent Teacher Conferences. In addition school staff are also readily available to provide written and oral translation services for parents/guardians.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In order to maximize parent participation, we have found that all written and oral communications between the school and students' families must be provided in both English and parent native language. All teachers and staff members are informed by the administration that all communication with student families should be bilingual to the furthest extent possible. The school also uses the translation services of the New York City Department of Education Translation and Interpretation Unit when necessary.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School-wide notifications and letters are sent on double-sided sheets at all times; one side written in English and the other in the parent's native language. Appropriate school signage and forms in the language required are posted around the school likewise side-by-side in both in English and the various native languages. Also, parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibilities. The translation services for such documents are provided in-house by school staff when necessary or the Translation and Interpretation Unit support given by the DOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In addition to notifications that are sent home, the staff informs parents of interpretation services when necessary. Many of our staff members are bilingual in English, Spanish. They are readily available to communicate directly with parents/guardians. Our bilingual staff members are also available to provide oral interpretation services between monolingual staff members and parents/guardians. The school also contracts out the services from LIS Language Interpretation Services for large scale events such as workshops and Parent Teacher conferences where we need a large number of interpreters, and always for languages for which we do not have an on-staff translator, such as Arabic or Haitian-Creole.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill the Chancellor's regulation regarding parental notification and interpretation services, all Department of Education forms and letters are available in both English and parent's native languages simultaneously at all times at our school. For example, registration documents, report cards, school notices, etc. are all examples. As well, teachers are advised to provide all written and oral communications to parents/guardians in English and their native language when necessary. Teachers are also informed of in-house translation services available to parents if needed. All school staff are well aware of the Chancellor's Regulation which establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. All staff are aware of the regulations and understand that they may not utilize minors to provide translation services.