

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K532**

School Name: **NEW BRIDGES ELEMENTARY**

Principal: **KEVIN BOWLES**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: New Bridges Elementary PS 532 School Number (DBN): 17K532
Grades Served: Pre-K - Third
School Address: 1025 Eastern Parkway Brooklyn NY 11213
Phone Number: 718-363-8200 Fax: 718-363-8202
School Contact Person: Kevyn Bowles Email Address: kbowles@schools.nyc.gov
Principal: Kevyn Bowles
UFT Chapter Leader: Michelle Duncan
Parents' Association President: Dafnee Fleurimond
SLT Chairperson: Theresa Colon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jocelyn Santos
Student Representative(s): NA
NA

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place Room 130 Brooklyn NY 11213
Superintendent's Email Address: CEllis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-953-4428

Borough Field Support Center (BFSC)

Brooklyn Field Support
BFSC: South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St. Brooklyn NY 11209
Director's Email Address: Cwatson21@schools.nyc.gov
Phone Number: NA Fax: NA

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevyn Bowles	*Principal or Designee	
Michelle Duncan	*UFT Chapter Leader or Designee	
Daffnee Fleurimond	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Jocelyn Santos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jocelyn Santos	Member/ Parent	
Sherry Ann George	Member/ Parent	
Essie Edwards	Member/ Parent	
Carolyn Simms	Member/ Parent	
Brittany Wilson	Member/ Staff	
Naomi Arroyo	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Gerdts	Member/ Staff	
Courtney Crenshaw	Member/ Staff	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

New Bridges Elementary - PS 532 opened as a new school in 2013 in the heart of Crown Heights, Brooklyn at the corner of Schenectady and Eastern Parkway. In the first year of operation, New Bridges served over 200 students ranging from Pre-Kindergarten to 2nd grade. This year the school expanded to serve third grade as well as two additional Pre-K classes. The school community will continue to grow until it is at full capacity, serving Pre-K - 5th grade students in the 2016-2017 academic year.

New Bridges Elementary believes in empowering each child's best self and preparing them for success in college and in life. New Bridges is both an achievement-centered, academically rigorous environment driven by high expectations for scholars and their families, and a holistic community school, focused on the whole development of each child through the active engagement of our families; the integration of the arts into curriculum; and the social and emotional education of our scholars.

To bring this mission to life, New Bridges has several purposeful and supportive partnerships. This includes being a Teacher's College Reading and Writing School. The school's literacy program is not only Common Core aligned and academically rigorous, but also focuses on fostering a student's love for reading and writing and developing independence in both subjects. This partnership also offers significant and consistent professional development to teachers and staff as they develop their skills. A second partnership that the school has developed is with Ramapo for Children, an organization that provides teachers with training, coaching and workshops offering tools and tactics to create environments that foster positive behavior and promote success in children. Additionally, the school has been selected to participate in the Learning Partners Program as both a model school and learning school. The collaborative work supported by the Learning Partners Program allows the school community to reflect on areas of strength as well as spaces in which to grow and develop.

As an Arts based school it is a priority to ensure that every child has access to the Arts daily. The school provides daily instruction in Drama, Music and Art as well as after school programming in Keyboard, Violin, Drama and Drawing. The school produces several productions a year, including a Family Arts Night which encourages parents and families of students to explore their own creative talents.

The community that New Bridges serves is unique and culturally diverse. Just over 75% of our student body identifies as black, and 19% as Hispanic. Just over 97% of students at New Bridges are eligible for free or reduced lunch and about 20% receive an individualized behavior plan.

In the last year, the school has made great progress in the "Collaborative Teachers" component of the Framework. Through creative scheduling, all teachers share a common prep period five days a week. This shared time allows for regularly collaboration and reflection. Additionally, a differentiated Professional Development plan offered teachers the opportunities each week to work together on developing needs and interest based skills. In fact, teachers were a part of planning and leading Professional Development sessions on particular learning topics to the rest of the staff community after weeks of research and collaborative planning and discussion. Additionally, the school has grown in the component of "Effective School Leadership." Teachers reflected in a school wide PD on the level of supportive feedback delivered by the Principal, and recognized the specificity in "next steps" as a source for professional growth.

In the upcoming year, an area of focus for the school community will be to develop in the "Rigorous Instruction" component of the Framework. The school community made a collective decision to choose a new Math curriculum, and with this change will come thoughtful planning on how to incorporate high levels of discussion and writing within the

subject. The aim is to build a deeper and more foundational mathematical understanding among students to support them as they grow and develop more complicated skill sets. This mindset should transfer across all content areas. The school will work to prioritize high level of discussion and reflection through writing in an effort to support a deeper and richer understanding of ideas and content. The school will also work to grow in the “Supportive Environment” component of the framework.

17K532 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03	Total Enrollment	348	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	113.5%	% Attendance Rate		90.5%
% Free Lunch	91.8%	% Reduced Lunch		3.7%
% Limited English Proficient	7.8%	% Students with Disabilities		17.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		77.6%
% Hispanic or Latino	18.4%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	2.0%	% Multi-Racial		1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Rigorous instruction requires classrooms that set high expectations and deliver common core aligned lessons but also differentiates and scaffolds based on the learning style and need of every student. According to the 2014-2015 Learning Environment Survey, our school has several key strengths in this element. In regards to the Common Core shifts in Literacy, 99% of parents agreed that the school made a positive transition towards alignment with 92% of parents agreeing in regards to math. According to the the Quality Review Report, the school was Proficient rating in both 1.1 Curriculum and 1.2 Pedagogy, stating that, “There is implementation of multiple entry points, consistent student engagement by all learners, including English language learners and students with disabilities, in appropriately challenging tasks and demonstration of higher order thinking skills in all student work products”. The survey, as well as other data sources, also suggests areas for growth. New Bridges scored lower than the city average when asked about the quality of student discussion with an 81% positive response rate as opposed to the citywide average of 86%. In the report focusing on 1.2 Pedagogy, Superintendent Ellis stated that “discussions do not reflect students’ ownership of their learning.” Each of these data points led to the development of a SMART goal that will support improvement in these areas across the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through an increased focus on student ownership and independence throughout the school day (including an emphasis on writing across subjects to explain thinking, consolidate understanding, and plan next steps based on self-assessment, and targeted teaching across student performance levels) by June 2016, our school will show a 3% increase in the number of students scoring Level 3 or 4 on the annual State assessment in Math and ELA.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers will read “Habits of Discussion” from Teach Like a Champion to design a rubric for excellent discussion. • Using this rubric, teachers will develop discussion “protocols” for each grade team that will support students as they develop their discussion strategies. • The discussion protocols will give students language prompts they need to independently lead conversations among peers. • These discussion protocols will look different at each grade level and will offer visual support for ELLs or students with disabilities. 	<p>All students.</p>	<p>Beginning of year, can be removed or taken away as students develop.</p> <p>Study Group Monday PD Focus</p> <p>October 19 - December 21</p>	<p>Teachers in particular grades will need to identify developmentally appropriate protocols that they believe will support students.</p> <p>Learning Partners Model Teachers will facilitate professional development sessions.</p>
<ul style="list-style-type: none"> • Every subject will include an opportunity to write in response to learning, whether as a “do now” activity as a warm up or as a written explanation describing student thinking 2-3 times a week. 	<p>2nd - 4th Grade (Written Responses)</p> <p>Pre-K - 1st</p>	<p>September/October: All classrooms will set expectations and routines around discussion/written responses. October-June students will engage in practice.</p>	<p>Again, teachers in particular grades will be responsible for designing a developmentally appropriate rubric.</p> <p>Principal and the AP will hold</p>

<ul style="list-style-type: none"> • Younger students will engage in oral discussions that ask them to do the same work as frequently. • Student responses will be analyzed by teaching teams together against a grade team designed rubric. 	(Oral Discussion)		responsibility for observing discussions/written response analysis to norm, guide, and offer supportive and constructive feedback.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Learning Partners Funding for Model Teachers serving as Teacher Leaders, per session professional development, purchase of professional texts including Teach Like a Champion, scheduled "discussion block" as part of K-4 Balanced Literacy											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In addition to the weekly analysis of classroom discussions and written responses, periodic state-test aligned assessments will be delivered to students to assess progress towards the goal of increased scores. This will include a January assessment reviewed in February with the lens of our progress toward the annual goal and collaborative planning meetings to design adjustments.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The comprehensive assessment of the Supportive Environment element at New Bridges surfaced many significant findings. One strength, as highlighted by the Learning Environment Survey, is that 97% of parents believe New Bridges has an environment in which peers support one another in academic work. Additionally, the school was given a Proficient rating in Danielson 3.4 (establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve those expectations. These measures also indicated areas for growth. In the social-emotional measure, New Bridges has a lower percentage of positive responses (94%) than the city average (97).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By developing and executing a structured behavior support protocol in which we conduct an analysis of student behaviors (conducted collaboratively among teachers, students, leaders, staff and families) we will design individual support plans for all students struggling socially and emotionally (as determined by number of removals from the classroom). By June 2016, these individualized behavior plans, as implemented by teachers and staff, will lead to a 20% decrease in interclassroom and classroom to office removals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Continue the partnership with Ramapo for Children which includes staff professional development to train teachers in creating supportive, empathetic, and safe classrooms. • Schedule 1:1 or small group coaching sessions with new or developing teachers to receive more individualized coaching from a Ramapo consultant. 	<p>All teachers, particularly new and developing teachers.</p>	<p>Summer full staff PD, coaching sessions in October- June.</p>	<p>Principal with schedule sessions, coaches and AP will support work in classrooms.</p>
<p>Continue partnering with an inclusion coach at Goldmansour and Rutherford who provides 1:1 and small group coaching on how to support the inclusion of students with disabilities.</p>	<p>Special Education Teachers.</p>	<p>September-June</p>	<p>Principal will schedule sessions, special education teachers will create agenda and areas of focus for sessions.</p>
<ul style="list-style-type: none"> • Collaborate with staff to create a clear and consistent protocol for use of the behavior management system, including a use of consequences, rewards and individual behavior support plans. • Collaborate with staff to create a clear and consistent protocol for student removals when displaying unsafe behaviors. • Students who are removed from class 3 times will be required to go through the Behavior Support Plan process. Using a protocol designed by Ramapo and adapted based on student need, student behaviors will be analyzed by a team of supporting teachers and staff members. They will then design a behavior support plan which will be implemented by teachers, families, and staff. 	<p>All teachers, staff and family members of struggling students.</p>	<p>Summer PD to establish and communicate norms and protocols for removals. Consistent meetings based on need throughout the year.</p>	<p>All staff.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Behavior support plans will be followed up upon every two weeks by the coach and behavior support team. Progress towards the goal will be assessed through the delivery of several purposeful, direct family and teacher surveys.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In February, 2016, we will track and analyze a week's sampling of out of classroom referrals and removals to compare to baseline data. Our midyear benchmark goal is at least a 10% decrease in removals.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the element of Collaborative Teachers, New Bridges has demonstrated several strengths. On every component within the Collaborative Teachers element of the Learning Environment Survey, New Bridges scored at or higher than the the citywide average. In fact, 100% of parents indicated that the school is committed to reflective dialogue and peer collaboration. The lowest percentage rate on the survey, however, was around collective responsibility. While teachers are working collaboratively within grade teams, there is growth to be made in collaboration across grade lines.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms aligned to our instructional focus of increasing student engagement and ownership of the learning process, 100% of teachers and teacher teams will engage in collaborative intervisitation and lab sites centered around the instructional focus, so that by June 2016, 80% of teachers will perform “Effectively” or “Highly Effectively” in Danielson on their Advance observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Schedule Teacher’s College Reading and Writing lab site days in which teachers collaborate around an area of focus in reading or writing within grade teams. • Lab sites will be directed by Teacher’s College staff developers within classrooms. 	<p>All teams.</p>	<p>3 day series of coaching every two months.</p>	<p>Principal schedules lab site dates, Teachers’ College collaborates with teacher teams to develop an agenda and area of focus for lab site series.</p>
<ul style="list-style-type: none"> • Create structure for intervisitation between grades based on teacher need and teacher skills (pair teachers with a particular area for growth with teachers who are strong in that component of their practice). • Strengthen new teacher support through additional intervisitations and mentoring sessions designed by New Teacher Support Coordinator. 	<p>All teachers and teaching assistants.</p> <p>New teachers</p>	<p>Yearlong.</p>	<p>Principal, coaches and AP will create schedule for inter visitations.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Learning Partners Funding for Model Teachers serving as Teacher Leaders, per session professional development, substitute teachers for intervisitation, grade level block scheduling to facilitate subject specific intervisitation, New Teacher Support Coordinator position to guide focused small group professional learning through intervisitation</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

After participating in an intervisitation session, teachers will engage in a guided debrief and reflection session together to identify what they learned from observing their intervisitation partner's practice. By February, 2016, all teachers will have participated in Intervisitation and 60% will be performing Effectively or Highly Effectively on Danielson observations.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2015 Learning Environment Survey 100% of parents and families has a positive response in regards to the Principal’s instructional leadership role at the school, and 99% of families and parents had a positive response in regards to program coherence. The Quality Review indicates that, “teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students. Growth is possible in this element too, however, as indicated by the 88% of positive response in regards to “teacher influence” on school leadership. This was the lowest positive response that New Bridges received within the category of Effective School Leadership on the Learning Environment Survey.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to lift instructional practice and improve student outcomes, maximizing staff talents and strengths, and developing effective teacher leaders who can support the professional learning of individual teachers and teacher teams the principal will continue to build and structure a schoolwide culture of shared and distributed leadership across all stakeholders so that by June 2015 100% of teachers will have had the opportunity to engage in a leadership role.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Create and deliver a “skills and interests” assessment to all teachers so they may self identify what they are interested and strong at doing in a school context. • Based on skills and interests assessment as well as collaborative conversations with teachers and teams, assign an academic leadership role to each teacher on a team. • Teachers in particular roles will collaborate with people in those roles in other grades in monthly academic content and cross grade alignment meetings. • Teachers will be able to lead their teammates in planning for and curriculum study in the subject that they lead. 	<p>Teachers</p>	<p>Fall 2015</p>	<p>AP</p>
<ul style="list-style-type: none"> • Post per-session opportunities that will support the daily operation of the school and invite teachers to apply for these positions. 	<p>Teachers</p>	<p>Fall 2015</p>	<p>Principal/AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Assistant Principal, Learning Partners Model Teacher funding, Teacher Leadership "Coordinator Cabinet" with biweekly afterschool meetings</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Leadership staff will organize and maintain a tracker to assess each teacher’s leadership opportunity. Teachers will have an opportunity to reflect on their strengths and areas for growth within this leadership position at the end of the fall and spring semesters. In February 2016, each teacher leader will take a survey reflecting on his or her progress or development through the year thus far.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Learning Survey, 97% of parents and families had a positive response to the level of teacher outreach to parents. In the school Quality Review, New Bridges received a Proficient rating in component 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations. Attendance data from school wide events, however, indicates that there is certainly work to be done in terms of creating a stronger partnership with families and parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the creation of a “Family Engagement Committee” made up of family members, parent coordinator, teachers, and administrators, and the planning and execution of a monthly schoolwide Family Engagement event, by June 2016, 100% of our students will have a parent over the course of the year attend at least one of these events, including but not limited to Festivals, Publishing Celebrations, Field Trips, and 80% will attend Parent Teacher Conferences, as tracked by teachers in a digital schoolwide Family Engagement Tracker.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Create a yearlong calendar that outlines every event that will be offered to parents. • Ensure that the calendar includes a variety of events that will be offered at various times and on different days to offer parents multiple opportunities to find an event that works best with their schedules. 	<p>Parents</p>	<p>Calendar should be created Summer 2015</p>	<p>Parent Coordinator</p>
<p>Organize family engagement committee and host first meeting.</p>	<p>Teachers, staff members, parents.</p>	<p>September 2015</p>	<p>Parent Coordinator, Principal</p>
<p>Create tracker with names of every students and every event. Introduce tracker to teachers in summer PD.</p>	<p>Teachers</p>	<p>Summer 2015</p>	<p>Parent Coordinator</p>
<p>Use tracker to identify which families attend which events. The Family Engagement Coordinator should organize data analysis meetings to identify which events are most popular and potential reasons for their success.</p>	<p>Family Engagement Committee</p>	<p>Yearlong</p>	<p>Parent Coordinator and Family Engagement Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session funding for Family Engagement Committee members, Family Engagement SBO time reconfigured to allow teacher-led and created events throughout the year, Parent-Coordinator</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

Data will tracked regularly using the shared Family Engagement Tracker. Teachers will be required to reflect on the progress of their class attendance at family engagement events, and the Family Engagement Committee will offer strategies for how to increase involvement of families who haven't been able to attend an event. By February, 2016 we will have had over 65% of our students have a parent attend at least one event.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Fountas&Pinnell Running Records (BOY MOSL) • Holdovers • Teacher Recommendation • Previous NYS ELA and Math Level 1 • Prior year PID • Current year PID Parent Request Struggling students highlighted during LST meetings 	<p>Wilson Foundations,</p> <ul style="list-style-type: none"> • Words Their Way • LLI (Leveled Literacy Intervention) • Guided Reading • Groups • Embedded Extended Day Minutes • Reading Intervention after school program <p>Differentiated instruction in the classroom</p>	<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 	<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"> • Holdovers • Teacher Recommendation • Previous NYS Math Level 1 • Prior year PID • Current year PID Parent Request Struggling students highlighted during LST meetings 	<p>Teacher designed foundational centers</p> <ul style="list-style-type: none"> • Data-driven Morning Math routines and skill practice • enVisions intervention materials <p>Incorporation of manipulatives</p>	<p>Small group instruction in class</p> <ul style="list-style-type: none"> • One to one conferring <p>Differentiated materials</p>	<p>After School</p> <p>During School Day</p>

Science	Teacher observation and checklists Report card grades Baseline Science Test (for 4th Grade)	Targeted, needs-driven instruction in small groups	Small group instruction in class • One to one conferring Differentiated materials	During the school day
Social Studies	Teacher observation and checklists Report card grades	Targeted, needs-driven instruction in small groups	Small group instruction in class • One to one conferring Differentiated materials	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students referred to the BST by teachers and/or parents	Counseling Individualized Behavior Plans At-Risk services	• Small group • One-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<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>Our entire staff is deeply involved in the collaborative hiring process.</p> <ol style="list-style-type: none"> 1. Resume screening 2. Preliminary phone interview 3. "Interview and Immersion Day <p>Classroom Observations</p> <ol style="list-style-type: none"> a. Written Response b. Demo Lesson and Debrief c. Principal Interview d. Teacher Panel Interview <p>Once candidates were deemed qualified to be considered for a position, teachers were then interviewed as part of the Immersion day 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>

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:

- 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

2b. High Quality and Ongoing Professional Development

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

PD PARTNERSHIPS

Teachers College Reading and Writing Project

Pre-K, K, and 1 Staff Development Days

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

2 and 3 Staff Development Days

- Demonstration Lab Sites
- Collaborative Planning Meetings

Instructional Coach Development Days (At PS 11)

Principals as Instructional Leaders Conferences (at Columbia University)

Goldmansour

- Observation and Coaching
- Whole School “Shared Path” Planning
- Leadership Consultation

Ramapo

- 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	<p>Move This World</p> <p>Team Building around Mission, Vision, Pillars</p> <p>Core Values: Deep Dive</p> <p>Team Structures/Shared Responsibility</p> <p>Instructional Focus and the CEP</p> <p>High Expectations through Classroom Environment</p>
DAY2	<p>Rachel from Teachers College Reading and Writing Project</p> <ul style="list-style-type: none"> • Balanced Literacy, Component by Component • Engagement, Independence, and a Culture of Reading and Writing
DAY3	<p>Building on the Foundation: Going Deeper with the Instructional Focus</p> <p>Scheduling the School Day: Maximize the Learning in Every Moment</p> <p>The First Month of School: Setting Expectations for the Culture We Want in Our Classrooms</p> <p>The Whole Child: Social-Emotional Supports in the Classroom and Schoolwide</p> <p>Taking Math to the Next Level: Math Discourse</p>

DAY4	Community Building: High Ropes Course Adventure
	New Bridges Fundamentals for New Teachers
DAY5	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

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

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
 - o With in-school coach
 - o 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

LCSI

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Through the MOSL committee, Coordinator Cabinet, and in collaborative planning at the Grade Level, all teachers are involved in decision making and ongoing collaboration around the use of assessments. Teachers participate in both the selection of these tools, and ongoing professional development and collaborative learning about how best to use these tools to drive 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.

Professional Development in analysis of the F&P Running Records is provided through Teachers College Reading and Writing Project, and of the Math MOSL through our Math Partnership with National Training Network. Professional Development is also ongoing during Monday afternoons and collaborative planning meetings and is facilitated by teacher leaders and administration.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	286,853.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,226,641.00	X	

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 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

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

School-Parent Compact (SPC)

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 532
School Name type here		

B. Language Allocation Policy Team Composition

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

Principal Kevyn Bowles	Assistant Principal Sophia Tac
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Olinka Crusoe	School Counselor Paulette James
Teacher/Subject Area ESL coordinator	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Atlanta Foresyth
Related-Service Provider Mr. McGowan	Borough Field Support Center Staff Member Jo'Ann Benoit
Superintendent Clarence Ellis	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	351	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24		2	4		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	6	6	1									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	2	1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		2		3										0
Emerging (Low Intermediate)		2	1	1	1									0
Transitioning (High Intermediate)			1											0
Expanding (Advanced)		2	7	2										0
Commanding (Proficient)		3	1	1	2									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		3	3	1	3									0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses Fountas and Pinnell 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, developing academic language, 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 performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the NYSESLAT T and NYSITELL performance levels indicate that our ELLs face significant challenges in reading and listening, but are having greater success in Speaking and Writing. This information has helped us in some key next steps that will further push instruction and language development with our ENL students. Restructuring writing rubrics to align with state exams, focusing on tiered comprehension questioning during reading and shared reading, and pushing the use of academic language through accountable talk and opportunities to practice language through writing and speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Patterns across the NYSESLAT modalities are being weighed heavily when making instructional decisions. These trends will continue to be referred to throughout the school year. The vast majority of our ELLs across all grade levels tested either commanding or expanding on the NYSESLAT and on the NYSITELL; intermediate or advance. Our students made tremendous growth in writing and speaking on the exam last year and that we will employ many of the same strategies that we used. We will continue to place a heavy emphasis on accountable talk in order to ensure that our ELLs are practicing their speaking skills in meaningful ways. Analyzing the results of the NYSESLAT by modality showed that our students' reading and listening skills are far weaker. We will prepare questions based on text in reading and shared to work on students ability to answer questions based on text or inferential thinking. Incorporating some of the above strategies and suggestions in classrooms will support ELLs and other students with literacy skills and academic achievement in the areas of writing, listening and reading comprehension. Making the shift grade wide or school wide will help teachers make intentional choices with aligning planning to ENL standards and expectations of ELLs and increase student rigour

and ownership in any language production. This means that reading and writing will be the focus of our ESL instruction this year with reading intervention programs, small groups, in addition to afterschool reading programs and Imagine online intervention curriculum.

4. For each program, answer the following:

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

New Bridges ELLs are not proficient in reading or writing in their native language, so all exams are given and taken in English. In performance levels Entering and Emerging, there is a big push on building letter recognition and letter sounds, constructing CVC words, sight words, and sentence frames while speaking and writing. Students that are categorized as transitioning is/are working on word parts/word study and structures of writing with an emphasis on sentence building in writing. In addition, to intervention in reading accuracy. Students who are Commanding and Expanding are continuously working on self monitoring writing through the use of rubrics and small group writing and reading interventions to maintain or exceed grade level reading. School leadership has been extremely supportive by providing ESL workshops once a month for the entire school staff; building knowledge and instructional pushes so that all teachers are equipped to build language in all of our students. Utilizing best ESL practices teachers are able to assess students product based on the ENL standards and NYSESLAT rubrics. When it comes to periodic assessments we are working towards creating assessments that provides our ELLs independent entry to an exam.

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

In implementing RtI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are adequate, but whose literacy skills in their second language (English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both their first language and English because they have not received adequate instruction in either language. Still another group of students, the smallest group, demonstrates low literacy skills in both their first language and English even after receiving adequate instruction. Currently, 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 through small grouping, push in and pull out services.. 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 literacy across curriculum and integrate meaningful lessons in which students partner with teachers to produce meaningful work.

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

New Bridges' focus on academic language development through language objectives. Creating language objectives has so far giving our students the language they need to explain or show their understanding of information in English. Teachers are also careful with print around their classroom using complete sentences to support syntax building. Through turn and talks and sharing ideas students are able to listen to learn and develop language skills from their peers as well.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

The culture of reflection and growth is a part of our everyday practice at New Bridges. At the end of each "learning cycle," we 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 analyze the successes of each of our ELLs and identify the instruction that we can link to those successes. We also analyze the breakdowns in understanding and the teacher or school actions that contributed to those breakdowns. Once we've analyzed where we need to go, we use that data to inform our new cycle of instruction and design teaching points and conferencing notes based on that data. Additionally, we have a NYSESLAT analysis meeting in which we study the results of our ELLs and identify learning goals based on areas in which they struggled. We also compare the scores of NYSESLAT/benchmarks on the 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
As parents or guardians of newly enrolled students enter the school they are greeted and guided through the registration process by the pupil accounting secretary and the ELL Coordinator. Parents are also required to complete a Home Language Identification Survey (HLIS) in order to determine the language spoken in the home. The Home Language Survey is filled out by the parent with the help of the ELL Coordinator to determine if a student is considered to have a home language other than English. As the parent completes the form, he or she (along with the student) is interviewed by the ELL Coordinator or a license pedagogue, if needed, in their native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the NYSITEL. The NYSITEL is administered to students within the first ten days of enrollment if he or she is new to the NYCDOE or is a kindergartener. It is administered once in a child’s educational career-only upon initial enrollment. Based on the student’s performance on the test, his or her entitlement to English language development support services is determined.

All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB. The HLIS, NYSITELL, and Spanish LAB are all administered by a licensed pedagogue: the ESL teacher who is licensed in TESOL K-12 and Common Branch K-6. If students are classified as ELLs, parents are sent an entitlement letter and invited to a parent orientation so that parents can choose the ELL program that they would like their child to participate in. Each Spring students are evaluated through the administration of the NYSESLAT until they receive a score of “Commanding”
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Our school invites parents of ELLs to participate in orientations in order to increase their involvement and awareness in the academic activities of their children. ELL Parent Orientations are facilitated by the ESL teacher (licensed TESOL K-12). After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them via phone call and backpack notification of their child’s eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. Group orientations as well as one to one sessions are offered at different times in order to accommodate parents’ busy schedules. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to the meetings. Parents are always encouraged to come into the school for a one-on-one meeting with the ELL coordinator and/or the Parent Coordinator in order to receive more information about ELL programs.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Parents of ELL students with an IEP notifies the school of the student’s IEP. We only have 3 newly enrolled students with an IEP and all parents notified the school, so proper services could be put in place. LPT team consist of Principal: Kevyn Bowles, AP: Sophia Tac, Parent Coordinator: Atlanta Fortsyh, Guidance Counselor: Paulette James, and ENL Coordinator: Olinka Crusoe.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once the data is received from the exams the ESL coordinator bookbag letters home in home language as well as mail letters to mailing address.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Letters in native languages are sent home with students and Parent teacher meetings are open to all parents with concerns.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
On welcome night, within the first month of school, parents of ELLs are shown the DOE’s video on programs and are given information on how to select the program that best fit their child. If parents are unable to attend; when parents get a chance to make it to the school, there is always a computer setup for parents to get information concerning their child.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We send home letters in home language along with home language robo calls.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
New Bridges monitors the Parent Survey and Program Selection forms through a checklist.
9. Describe how your school ensures that placement parent notification letters are distributed.
Students are given placement letters to take home in their native language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation are held in all students file folders and a copy in an ESL binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to administer the NYSESLAT in an orderly and timely fashion, a calendar is being developed identifying the dates and times all sections of the NYSESLAT are administered for all modalities (Listening, Speaking, Reading, and Writing). Once dates and times are established then the NYSESLAT will be administered to all ELLs this Spring by our ESL coordinator, Olinka Crusoe. All four components of the test are administered and monitored by Ms. Crusoe 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 that they are given all elements of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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. Olinka Crusoe, our ESL coordinator, is responsible for distributing and collecting all entitlement letters. As ELLs join us at New Bridges, Ms. Crusoe distributes surveys, program selection forms, and entitlement letters. 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. Original Parent Survey and Selection forms are stored in students' cumulative records. Copies are also kept in a separate ELL Coordinator Binder. They are continuously reviewed based on newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
100% of our parents are invested in seeing their students have ESL services provided to them in the push in and pull out model, which directly aligns to the interest of our families.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The ELLs at our school (grades K-4th) receive Push-In/Pull-Out ESL services. All expanding students receive 180 minutes of ESL instruction per week and all entering, emerging, and transitioning students receive 360 minutes of ESL instruction per week regardless of the model of services that they receive. Push-In ESL periods involve a Co-Teaching model where the mainstream teacher and the ESL teacher collaborate in order to provide scaffolded, differentiated instruction, and parallel reading instruction. The two teachers plan together in order to ensure students' needs are met and that lessons are adapted so that they reach our ELLs.
Additionally, New Bridges currently uses the Teachers College curriculum program. The program provides explicit instruction in all four English modalities: listening, speaking, reading and writing. Class discussion and structured partner talk are highly scaffolded components of this program and the use of projectable resources provide visual supports that are particularly helpful for ELLs. This curriculum is being utilized school-wide (K-4) with the hopes that students will be supported throughout

their entire elementary school experience. This curriculum also provides valuable resources and methods of adapting content so that while in maintream classes ELLs will still have access to content that is being taught. This curriculum is aligned with the common core standards and it encourages teachers to focus on consistent assessment practices in order to group students and plan for future instruction. Additionally, the curriculum caters to various learning styles in order to try and reach all students. Different kinds of visuals such as pictures and projectable materials cater to visual learners while the incorporation of music caters to auditory learners. Explicit grammar instruction embedded in guided reading, word study, and interavtive writing is also part of the daily curriculum at New Bridges.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Here at New Bridges we use the workshop model to deliver lessons: I, We , You, so that students have a chance to watch a model of an objective, have a time with guided instruction have a chance to practice, and independently digest and produce work. Within the workshop models teachers provide visual support along with langauage support. Students use partner talk and partner reading for additional peer support.

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

We make sure that students are assessed in the language in whivh they best understand and can produce the most amount of meaningful work.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throught the year and with support of the ESL teacher, classroom teachers provide students with the opportunity to process, understand, interpret and evaluate spoken language in a variety of situations (guided reading, math)-Listening Engage in oral communication in a variety of situations for a variety of purposes and audiences (accountable talk, Think, Pair, Share)-Speaking Process, Understand, interpret and evaluate written language, symbols and text with understanding and fluency (guided reading with visual supports)-Reading Engage in written communication in a variety of situations for a variety of purposes and audiences -Writing

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. 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 his/her 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 United States schools fewer 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 then placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

c. ELLs receiving 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, and 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 supoport our former ELLs by carefully monitoring their academic

- Chart** progress at each term and reflecting on structures we can input into their classrooms to maintain their growth. Testing 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.
- E:Former ELLs receive push in support.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
We haven't had this situation as of yet.
 - 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?
ELLs who have special needs are part of the Push-In instructional ESL program; the only ELL with special needs at our school is on an advanced level so she will receive 360 minutes of combined Push-In time per week. ELLs with special needs will be grouped with students on their grade level and with students at their proficiency level for ESL instructional time. ELLs' IEPs are always taken into account in order to ensure that instruction that is being provided is consistent with students' needs.
 - How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
In efforts to provide services within the least restrictive environment, students with disabilities are mainstreamed with students in general education classes on their grade level for ESL services for 360 minutes per week.

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

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

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

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



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

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

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

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

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

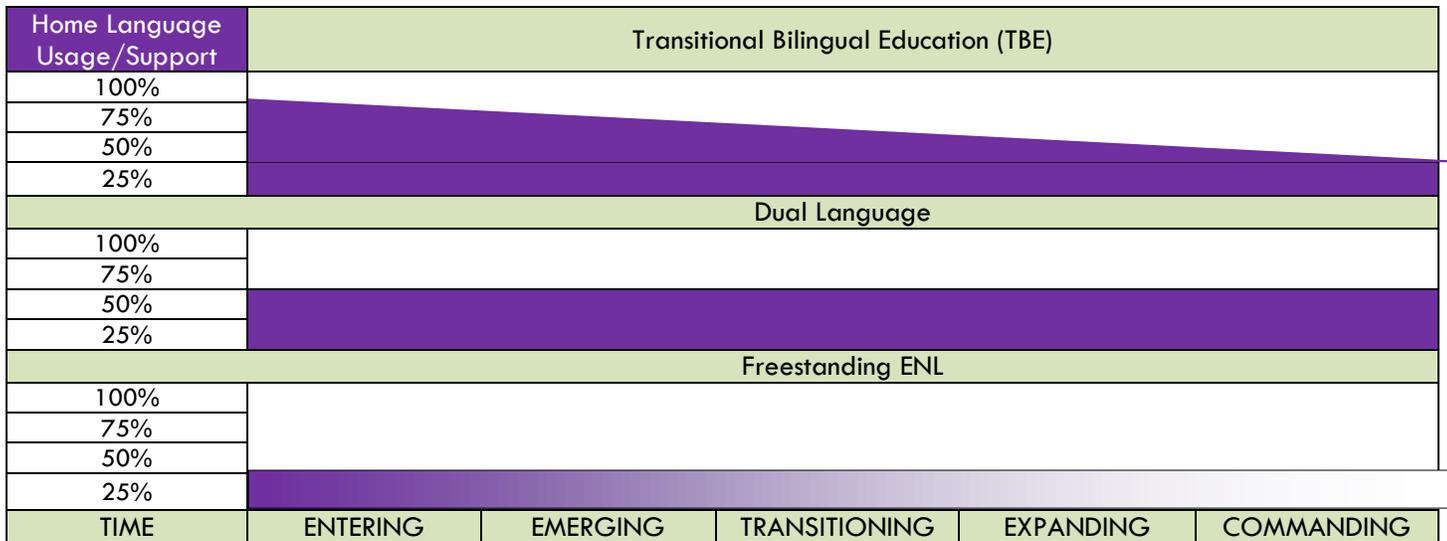


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention services are offered in English. We provide after school Mondays through Thursdays in literacy and reading to help students develop their foundational reading skills (letter sounds, blends). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We have a new math program this year, the effectiveness of our current program is yet to be determined. However, through careful data tracking and regular reflection, we believe our services will meet the needs of all our ELLs.
12. 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. In addition there is a Newcomers beginners group that is an additional 30 mins in the morning to help students in basic English skills.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. 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 and do participate in any and all programs in our fully inclusive schools.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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 readin 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, IMAGINE.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support for students in the ESL program is delivered through using a cognate word wall, and culturally relevant texts that may incorporate foreign language words into mostly English writing so that students can connect to English books. Explicit use of the native language during instructional time only occurs when absolutely necessary within the framework of the ESL class, and usually with new-arrivals to the school in order to ease their early experiences at the school, if the teacher general ed teacher speaks the native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every students is supplied with materials and resourses based on their needs as learners
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Because we do not know the language status of students prior to administering the NYSITEL and LABR, we do not have any activities prior to the beginning of the school year. Once students are identified, they participate in a "Newcomers Group"were they are introduced to the the schooling style and structure of the instructional day in the United States. e:
19. What language electives are offered to ELLs?
n/a
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

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 . 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 coordianot, common branches teachers, guidance counselors, and secretaries will participate in professional development sessions across the year. Professional development will be afterschools 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 workign 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 beginning 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 recording the by ESL support team.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 coordianot, common branches teachers, guidance counselors, and secretaries will participate in professional development sessions across the year. Professional development will be afterschools on Tuesdays every other month.

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

We are currently a new school providing services from K-4th
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Once a month teachers are going to an ENL workshop to sharpen their skills in ESL strategies. In addition to going to Teacher's College study groups to further their knowledge of ENL.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Monthly outreach happens through phone calls, emails, etc.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
Phone Calls, Meetings, and Attendance are all tracked on checklists.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents come when issues arise and for parent- teacher conferences.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
Sending out surveys.
6. How do your parental involvement activities address the needs of the parents?
N/A

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>ps 532k</u>		School DBN: <u>17k</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevyn Bowles	Principal		10/28/15
Sophia Tac	Assistant Principal		10/28/15
Alanta Forsyth	Parent Coordinator		10/28/15
Olinka Crusoe	ENL/Bilingual Teacher		10/28/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Paulette James	School Counselor		1/1/01
Clarence Ellis	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K532** School Name: **New Bridges Elementary**
Superintendent: **Clarence Ellis**

Before you begin, please check the following:

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

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

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

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

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

The ATS report, RPOB, is generated and reviewed to determine the home languages of students. Informal assessment is also conducted. Administrators, supervisors, teachers, PPS staff, and LAB/BESIS Coordinator are surveyed to determine the most common home languages of our students. The school collects data (Home Language Survey) regarding the primary language spoken by the parent/guardian of each newly enrolled student and whether the parent/guardian requires language assistance to communicate with the school.

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

Based on the ATS report, RPOB, 6 languages including English are identified as home languages at New Bridges Elementary. The primary language is English with over 82% of the students and family identifying English as their home language. Behind that is Spanish (14%), Arabic (2%), and Haitian Creole (<1%). This information is shared with the Coordinator Cabinet, School Leadership Team, UFT Consultation Committee and the PTA.

Part B: Creating a Communications Calendar

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

The school provides written translation of school specific documents that contain critical information regarding a student's education in English, Spanish, and Arabic. Generally, flyers and letters contain portions in each of these three Main Language. At all times, documents are made available at the same time the English documents are available to parents/guardians. All written translation is provided in house by school staff.

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

For Back to School Night, PTA Meetings and Workshops, and Parent-Teacher Conferences, the school provides oral interpretation services to parents/guardians who communicate in Spanish. Spanish translators are available for meetings with parent/guardian. Spanish-speaking staff members make phone calls to parents/guardians to arrange meetings and to inform parents/guardians of their child's progress in school. The oral interpretation and parent/guardian outreach are conducted in-house by school staff. For all other languages, phone and internet translation services are utilized.

Part C: Providing Language Assistance Services

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

The school utilizes key office staff, including a Spanish speaking secretary, to do most written translation. The school's parent coordinator can speak and write Spanish and some Arabic, and also assists with both written and oral translation. When tasks call for a level of language beyond their capabilities, the school utilizes the Translation and Intepretation Unit.

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

Most translation needs involve Spanish speaking parents and are facilitated utilizing in-house Spanish speaking staff members. For all other languages, translation is provided by over-the-phone interpreters.

Part D: Training Staff on Policies and Procedures

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

Information regarding over the phone interpretation and written translation services within the school is disseminated in the weekly staff Bulletin. In addition, the ESL coordinator facilitates both in person and over the phone translation for major conferences and events with the parents and teachers of each of the students she services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

While English, at 82%, is the dominant home language of our students and families, we provide translated signs and posters, as well as have Spanish-speaking staff members available in the Main Office of the school building to facilitate the immediate provision of translated information to parents.

Part F: Monitoring and Quality Control

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

We will utilize a parent survey to gather feedback from our non-English speaking parents and families on the quality and availability of services. The ESL Coordinator, who is also our Language Access Coordinator, will facilitate 1:1 checkins with families in order to gather additional qualitative feedback to adapt, modify, and improve our language and translation services.