

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X077

School Name:

BEDFORD PARK ELEMENTARY SCHOOL

Principal:

CAROLYN HEREDIA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: BEDFORD PARK ELEMENTARY SCHOOL School Number (DBN): 10X077
Grades Served: PK, K,1
School Address: 3177 WEBSTER AVENUE
Phone Number: 718-696-6400 Fax: 718-696-6405
School Contact Person: CAROLYN HEREDIA Email Address: CHEREDI@SCHOOLS.NYC.GOV
Principal: CAROLYN HEREDIA
UFT Chapter Leader: SUGELY REYES
Parents' Association President: JUANA MARTINEZ
SLT Chairperson: SUGELY REYES
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: 1 FORDHAM PLAZA
Superintendent's Email Address: MMASHEL@SCHOOLS.NYC.GOV
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
Director's Office Address: 1 FORDHAM PLAZA, BRONX NY 10467
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: _____ Fax: _____

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)
CAROLYN HEREDIA	*Principal or Designee	
SUGELY REYES	*UFT Chapter Leader or Designee	
JUANA MARTINEZ	*PA/PTA President or Designated Co-President	
SARA MELENDEZ	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
LISSETTE ALVAREZ	UFT	
YAIRA RODRIGUEZ	UFT	
LIRIDONA DEDUSHEVIC	UFT	
KYISSA JEMINE	PARENT	
YOELISSA CARRASCO	PARENT	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Bedford Park Elementary School, P.S.77x opened in September 2014 as a zoned school created to help alleviate overcrowding in District 10. In the 2015- 2016 school year, Bedford Park Elementary School is projected to serve forty Pre-K students between two classes, and one hundred sixty-five students in grades K and 1. Our mission is for our staff, parents, students and the community to work collaboratively to provide our diverse student body with a high quality, standards based education in two languages and to create an environment that is supportive of the needs of the whole child through which we can help students grow to become confident individuals, creative thinkers and problem solvers, prepared to succeed in our global community. Our core values are represented in our motto: We R.I.S.E. to the challenge. Respect, Innovation, Support and Effort are the values that guide our work and are present in every action and interaction that take place within our school community.

In our first year, we established that students would receive benchmark assessments in reading five times a year, three of which include baseline (B), mid-year (M), and end-of-year (E) reading inventories. In addition to the aforementioned assessments, teachers also assess students using on-demand writing samples and grade level math tests as B,M,E assessments. For the students participating in the dual language program, in Kindergarten through first grade, these assessments are also administered in Spanish. Teachers use data collected from several sources to revise and adapt curriculum maps in a way that enables us to address the needs of our unique population, while still challenging and engaging our students intellectually.

In preparation for the next school year, all families of incoming students attend an orientation meeting in which we provide information about our program, share our expectations for students and families, and also provide recommendations to parents about how to continue the learning, and prepare for school over the summer. Incoming Pre-Kindergarten and Kindergarten students are screened using the Brigance Early Childhood Screen in order to better understand each child's developmental and academic readiness for school. This information is used to group students heterogeneously, and considered when making instructional decisions. Families of students currently enrolled in our school attend an end of year meeting to discuss overall progress made by the grade and school throughout the year, and are also provided with recommendations for how to help their children prepare for the next grade. Our school provides students with assignments to complete over the summer to help them maintain, and further develop the skills they acquired throughout the year.

Over the course of our first year, we can say that significant progress was made in the area of family and community ties. Forming strong partnerships with families and community organizations is one of our pillars and as such, we have developed structures that will help us create and sustain an environment which is welcoming to families and rich in resources. This year we will host our second annual Family Fair celebrating the back to school season. Last year, with almost a dozen participating organizations, we were able to attract approximately fifty families to this event; our goal is to increase participation by at least 15% each year. At this event, we bring together community organizations and local businesses to share information about the resources that are available to our families within the community. Throughout the year, partnerships with organizations such as Literacy Without Walls, Fan4kids, Bronx Children's Museum, 52ND Precinct, and others have allowed us to bring tremendous, life enriching resources to our schools community.

This year, we plan to continue to cultivate partnerships that will help create stronger ties, and also continue to develop practices to sustain rigorous instruction, supportive environments, and collaborative teachers.

10X077 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,OK	Total Enrollment	111	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		60.0%	% Attendance Rate		N/A
% Free Lunch		N/A	% Reduced Lunch		N/A
% Limited English Proficient		N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.34	# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		N/A
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.

At BPES, one of the goals established by our mission is to deliver high quality instruction that is aligned to the Common Core Standards, in two languages. In our first year, we were able to establish structures to facilitate this process. *Advance Web Application* reports reveal that designing coherent instruction is a strong point throughout the school. Lesson plans evidence logical progression in the sequence of activities using the workshop model and higher order thinking questions to move from basic levels of understanding to more complex. The attention to, and presence of language and global connection objectives within each lesson plan promote the development of critical thinking skills while engaging students in intellectual activities.

The 2014-2015 Quality Review feedback indicates that "the school's use of assessment data provides limited feedback to students and teachers regarding student mastery hindering efforts to make timely adjustments to curricula and instruction to accelerate student achievement". While teachers collect anecdotal notes and check for understanding using checklists and by conducting one on one conference with students, these practices have not been adopted throughout all classrooms and across content areas.

Further analyzing the *Advance Web Application* reports indicate that the use of assessment in instruction is an area in need of further development.

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.

By June 2016, all teachers will monitor and adjust curricula providing customized, inclusive, and motivating instruction that actively engages students in ambitious intellectual activity, resulting in at least 65% of students in Kindergarten and First grade reading on or above grade level.

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>
<p>Grade level teams will work collaboratively during common preps, grade meetings and other times to identify patterns and trends in learning and make curricula and instructional adjustments that provide supports and extensions for all groups of students across all content areas and grades.</p>	<p>Administrator, Teachers, Data Coach</p>	<p>August 2015- June 2016</p>	<p>Administrator will communicate the expectations for the work of teacher teams in August, will support in the implementation by modeling protocols for effective collaboration, and will monitor the work by reviewing documentation (i.e. curriculum maps, focus for instruction sheets, etc.) Grade leaders will be responsible for creating agendas and facilitating or co-facilitating sessions.</p>
<p>Teachers will routinely check for understanding before, during and after lessons by identifying possible misconceptions while planning the lessons, conferring with students and recording anecdotal notes during the lesson, and analyzing student work after the lesson. Teachers will use this formative data along with summative data to group students for instruction (reflected by focus for instruction sheets) and plan more intellectually engaging tasks for students (reflected in differentiation listed in the lesson plans).</p>	<p>Teachers, Students</p>	<p>August 2015- June 2016</p>	<p>When reviewing lesson plans during classroom visits, administrator will look for evidence that the teacher has considered misconceptions, and makes plans to address them prior to delivering the lesson.</p> <p>When reviewing conference note binders, administrator will look for evidence of teachers meeting with groups and individual students with regularity.</p>
<p>School leaders will provide teachers with access to robust pedagogical support (i.e. inter-visitations, classroom visits and feedback, access to expert CCLS curriculum writers), materials and training (CAFÉ, 6+1 traits)</p>	<p>Teachers, Students</p>	<p>August 2015- June 2016</p>	<p>Administrator will visit classrooms to monitor implementation of the expectations communicated, and will provide feedback about the instruction, learning and how the environment supports rigor in learning. Teachers will</p>

			be responsible for following through on feedback.
Parents will receive monthly newsletters detailing what students in each grade will be learning for the month across all content areas. Every four-six weeks, parents will participate in workshops designed to help them understand the curriculum and how they can support their children at home.	Parents, Students	September 2015-June 2016	Grade level newsletters will go out every 4-6 weeks to coincide with the current units of study. Teachers will submit newsletters to administrator for approval a week before it is due to families.

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.											
Human Resources: Teachers, Grade Leaders, Principal, Data Coach, Facilitators for parent meetings, Staff to monitor students during parent meetings											
Instructional Resources: F&P benchmark assessments, formative assessment measures, The Café Book, 6+1 Traits, Smart board and other technologies for differentiation and active engagement											
Scheduling: Common planning, one on one and grade level data chats, staff to facilitate parent meetings											
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.
By February 2016, at least 80% of students in K and 1 will demonstrate one third of a year’s progress in reading and math, teacher's data binders will evidence consistent implementation of checks for understanding and at least two units of study in ELA and Math will have been revised and adjusted to reflect attention to the needs identified using data.
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.

Our school is committed to providing a safe environment in which the needs of the whole child are considered and attended to in the process of educating our students. In our first year, we were able to begin the adoption and installation of a SWPBIS. We established expectations for different areas of the school, as well as classroom expectations and we developed structures for recognizing and promoting positive behaviors through the globe points system. The impact of these measures has made it possible for staff members to have clear and common expectations of student behavior, and have also allowed students to accept responsibility for their behaviors.

For the 2015-2016 school year, our school community will double in size, and while we were able to lay a solid foundation for our school wide positive behavior and intervention support systems in our first year, given the growth in size, it is extremely important that we continue to emphasize the importance of attending to, and developing skills related to non-cognitive factors affecting the learning process, in order to ensure student success.

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 June 2016, 100% of our classes will participate in the school wide PBIS program incorporating research based practices which will enable our students to articulate a sense of belonging and ownership in the school community, helping to facilitate the teaching of students’ social and emotional developmental health. Progress will be evidenced by meeting or exceeding the 2014-2015 supportive environment score on the Framework for Great Schools.

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>
<p>As part of the summer training sessions, staff members will receive training in how to promote academic and personal behaviors using documents such as the city issued worksheet about academic and personal behaviors which provides examples of what academic and personal behaviors look like for students, teachers, and the school. Teachers will understand the connection between the academic and personal behaviors and the framework for teaching and as a result will be able to reflect and plan in a way that leads to more effective and highly effective practices.</p>	<p>Students, Teachers, Staff</p>	<p>August 2015- June 2016</p>	<p>Teachers will engage in self-reflection using component 2B of the Danielson Framework, and will monitor their development in this area.</p> <p>When conducting classroom visits, administration will provide feedback to teachers related to component 2b.</p> <p>Through the school wide monthly assemblies, and newsletters, guidance counselor and administration will provide teachers and staff with additional support and resources they can use to further develop in this area.</p>
<p>Monthly school wide assemblies facilitated by the school's counselor, will be centered around each of the five academic and personal behavior categories (persistence, engagement, work habits/organizational skills, communication/collaboration skills and self-regulation). These assemblies will serve as an opportunity to further emphasize the academic and personal behaviors on a school wide level.</p>	<p>Principal, Guidance Counselor, Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Guidance Counselor will facilitate monthly assembly, Principal will ensure 100% participation at monthly assemblies by coordinating schedules.</p>
<p>Partnerships with CBOs and other organizations will provide training and support to the entire school community in developing a common understanding and help foster a sense of ownership for providing social and emotional developmental health supports to all students.</p>	<p>Principal, Guidance Counselor, Parents, CBO</p>	<p>August 2015- September 2016</p>	<p>Guidance Counselor will serve as liaison between the school and CBOs. Parent meetings are planned in advance and parents receive invitations and reminders.</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.											
Human resources: Principal, Guidance Counselor, Teachers, Parents											
Instructional resources: The Leader in Me, student reflection sheets, Danielson Framework, PBIS website, book of the month to coincide with each principle											
Schedule: Use of common areas, program monthly assemblies into calendar											
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.
By February 2016 we will have conducted 4 monthly assemblies addressing two or more of the five principles for academic and personal behaviors, and teachers’ practices in 2b will have improved.
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 2015-2016 school year, approximately 50% of the staff will be new to the school, and while in our first year, the majority of our teachers engaged in structured professional collaborations and other distributive leadership structures that allowed them to have a voice in key decisions, we need to ensure that our structures support the growth of teacher teams and Professional Learning Communities (PLC).

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the pedagogical staff will participate in PLCs and will lead at least one collaborative action. These collaborative actions can include, but are not limited to grade meetings, data chats, inter-visitations, book studies, inquiry cycle, etc.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 	Teachers, Students	August 2015-June 2016	Principal will facilitate summer training sessions to launch the PLCs. Grade leaders will create a pacing calendar, agendas and minutes for their

principles which Richard DuFour describes as characteristics of true PLCs: commitment to ensuring that students learn, a culture of collaboration, and a focus on results.			PLC cycles, and these will be shared via google docs with the rest of the school community. Principal will monitor the work of the group viewing agendas and providing feedback as applicable.
The Handbook for Professional Learning issued by the DOE will be used to ground the work of our teacher teams. Three professional development cycles will be planned for the year based on the needs identified using patterns and trends in teaching and learning. Cycle 1(September-November) will be planned based on the previous year's end of year data (MOSYL, MOTP, pre-registration screening), Cycle 2 (December-February), based on baselines for the beginning of the year and Cycle 3 (March-May) based on mid-year assessments.	Teachers, Students	August 2015- June 2016	Practices described in the handbook will be implemented and reflected in the agendas. Calendars, agendas and minutes will be shared and monitored via google docs.
Teachers will work with a data coach to engage in data driven collaborative inquiry which is then used to plan and refine curricula and academic tasks in a way that ensures that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged. Curricula Adjustment calendar will be used to document and monitor this work.	Teachers, Students	August 2015-June 2016	Data coach will create and share a data calendar to help track due dates.
Teachers will lead parent workshops and conduct ongoing outreach to parents in order to ensure that parents remain informed about the expectations, know their child's progress and are aware of strategies they can implement at home to support their child's success.	Parents	September 2015- June 2016	Parent outreach logs will be maintained by teachers and monitored by principal

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.											
Human resources: Teachers, Data Coach, Principal											
Instructional resources: Student work samples, Performance tasks, data tools.											
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	X	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.

By February 2016, we will have completed and collected at least three curricula adjustment pacing calendars.

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

<ul style="list-style-type: none"> 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.
N/A

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
N/A			

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.

N/A

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

	Tax Levy		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.

N/A

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

<ul style="list-style-type: none"> 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.
N/A

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?

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.

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

	Tax Levy		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.

N/A

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)	Benchmark assessments using Fountas and Pinnell Benchmark Assessment system are administered four times a year. The results from the first three rounds of benchmark assessments are used to identify students that may be at risk, and provide additional support. Students that are performing below grade level and are not making progress in reading are identified as candidates for additional support and are referred to the Rtl team. The RTI makes recommendations based on documentation provided through referral process, which may include student work and performance of the assessments	Students receive additional small group support through push-in or pull-out service. The activities may range from center activities to strategy groups based on the needs identified. Teachers provide these additional supports using research based strategies for teaching reading and writing. In Kindergarten AIS providers use the Foundations program	Services are provided in small groups and one to one.	These services are provided throughout the school day.
Mathematics	Students are assessed daily using the check for understanding measures in each lesson, and at the	Students receive additional support in small groups through guided groups and strategy groups using	Small group One on one	The service is provided during the school day.

	end of every unit using the chapter tests. Based on this information, and other formative assessment data collected, students will receive additional support in order to meet the standards.	the GoMath core curriculum resources, and EngageNY units of study.		
Science	Student work is assessed after each lesson, and subsequent lessons and activities are formed based on this information.	FOSS Science Investigation Series is used in whole class lessons, as well as in small group with instruction that is differentiated based on needs and interests. Teacher uses balanced literacy approach to help students further develop literacy skills while gaining content knowledge.	Small group and one to one	Service is provided during the day.
Social Studies	Student work is assessed after each lesson, and subsequent lessons and activities are formed based on this information.	Citywide Scope and Sequence is used to develop units of study and lessons are delivered using the workshop model. Teacher uses balanced literacy approach to help students further develop literacy skills while gaining content knowledge.	Small group and one to one	Service is provided during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance sessions are provided to whole class as a preventive intervention and to students that have been identified as at-risk in a small group setting or one to one. Referral is made by teachers or parents, and service is provided by the guidance counselor.	Whole class Small group or one to one	Small group and one to one	During 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>Our commitment to recruiting and retaining highly qualified teachers leads us to partner with teacher preparation programs by forming connections with local universities and those that offer a specialization in Early Childhood and Dual Language Education. As a school in its' second year, we have, and will continue to engage in the following recruitment efforts:</p> <ul style="list-style-type: none"> • Open Market System • NYCDOE Teacher Finder • Advertise vacancies reaching out to universities; • Attend hiring fairs and other recruitment events; • Work with Human Resources Personnel at Borough Field Support Center • Host information sessions for interested candidates; • Engage a committee in the interview process; • Include a data analysis, model lesson, and writing sample as part of the interview process <p>Opportunities will be provided for teachers to assume leadership roles as follows:</p> <ul style="list-style-type: none"> • Team facilitators; • Event coordinators; • School liaisons between CBOs and schools; • Mentor teachers;

- PTA representative;
- Member of school leadership team;

Differentiated support will be provided as follows:

- School based mentor;
- Participate in school-wide teams and committees;
- Attend workshops and professional development outside of school

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).

All staff will participate in professional development activities, beginning with a 4-8 day summer training session. Reports of classroom visits also inform schoolwide and individualized professional development plans. Throughout the year, ongoing PD is provided which includes, but is not limited to the following:

- Monday professional development
- Weekly common preps to facilitate common planning, inter-visitations and collaboration;
- Participation at workshops held by DOE departments (Department of ELLs, Pre-K Expansion Initiative);
- Online resources shared (ex. Engage NY, Common Core Library)
- Membership at professional organizations
- Monthly newsletters are provided to staff by administration as reminders of instructional focus along with strategies to support student progress in the area identified.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

N/A

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.).

Our transition into Pre-Kindergarten and Kindergarten begins in January with school tours and information sessions. Parents have the opportunity to visit the school, tour the facilities, visit classrooms while instruction is taking place, and ask question about the school. After pre-registration is completed, parents are invited for an orientation session at which we share school wide expectations, provide an overview of a typical day at Bedford Park Elementary School, discuss the Dual Language program, and provide examples of student work at the beginning and end of the year. Incoming students enrolling in Pre-Kindergarten and Kindergarten are screened using the Brigance Early Childhood Inventory. This information includes a parent survey which provides us with deeper insight as to the students’ level of readiness, and distinct need, which will be considered for curricula adjustments , early intervention needs, parent workshops, and other events.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Each year, grade level teams are asked to review the assessments they administer to consider if the right content, format, and expectations are being used within each assessment we administer. As a result of this grade level analysis, we reach consensus (with final approval by administration) about what assessments to keep, remove, or add to help us get a better picture of how and what students are learning.

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

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) Template

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. **[School name]**, 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. **[School name]** 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) Template

[School name] , 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTSP.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>BEDFORD PARK ELEMENTARY SCHOOL</u>	DBN: <u>10X077</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: At P.S.77x, English Language Learners make up approximately 20% of our student body. From Kindergarten to first grade, our ELL population is comprised of 48 students that collectively speak over 7 different languages at home. These languages include Spanish (66%), Bengali (12%), Arabic (6%), Albanian (6%), Mandarin (2%), Urdu (2%) and Sonkie (2%). As a dual language school whose mission is to prepare students to succeed in our global community, the diversity in language and culture represented here serves as another opportunity to further enrich the learning experiences and lives of all members of our community.

Recognizing that 50% of our ELL students are Kindergarteners and the other 50% are first graders, we have considered it prudent to continue our supplemental program in the Spring term. Doing so will allow many of our students for whom this is their first experience in school, the opportunity to adjust to the new environment and routines of learning.

Title III funds will be used to provide a "Saturday Academy" for 50 ELL students and their families, as well as an "After School Program" from March to May, for 10 sessions. All students identified as ELLs and their parents will be invited to attend the Saturday Academy. ELL students will receive 2 hours of instruction on Saturdays from 9 a.m. to 11 a.m. in groups of 10-12 students lead by one ESL and 2 Bilingual certified teacher. Parents will also be provided with ESL instruction in a separate location during this time. The program will focus on providing explicit skills instruction to promote language acquisition by building vocabulary and comprehension. Working on content specific activities, students will be able to strengthen their listening, speaking, reading and writing skills in English while acquiring content knowledge. In partnership with the Literacy Without Walls program, content knowledge will be presented through books as well as through real world experiences when we explore the cultural institutions throughout New York City taking field trips once a month. In order to provide our students with support in meeting and surpassing grade level expectations and also help them develop social language, thematic units of study based on the monthly topics and trips will be created aligned to the Common Core Learning Standards and to New York State Bilingual Learning Progressions. Our ESL/Bilingual teachers will use a variety of ESL methodologies to support the learning. In addition to the teacher created units of study, we will also provide instruction using Reading A to Z, and NYSESLAT test preparation materials. Teachers will monitor students' progress using student portfolios and observations. Materials such as content specific books, paper, notebooks, folders, transportation fees and admission tickets for trips will be required. One supervisor will be assigned to oversee the Saturday program at no cost to Title III funding.

The "After School Program" will run from Wednesday to Friday for 1 hour each day, for 10 weeks and will also focus on developing listening, speaking, reading and writing skills in Spanish for our ESL and English Proficient students participating in the dual language program that have been identified as at-risk. Two bilingual and one ESL certified teachers will provide instruction that will engage students in small group guided practice and cooperative learning with literacy games geared toward developing phonics and other early reading skills. Teachers will monitor student's progress by conducting ongoing assessments in phonics and reading using "Sistema de Evaluacio de la Lectura".

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Title III funds will be used to pay for Professional Development conferences and subsequent study groups and for securing substitutes for teachers to conduct intervisitation.

In November we will begin Title III PD by having four teachers of ELLs attend a two day conference at Instituto Cervantes entitled Congreso de profesores: La enseñanza del español. Through this conference teachers will learn about teaching language through the content areas, designing content based units of study and thematic units of study that highlight the cultural component. Participation in this conference will lay the groundwork for future study groups around topics that will help teachers further develop their practices in areas such as curriculum and lesson planning, delivering instruction that is aligned to grade level Common Core Learning Standards and is accessible to all students. The following resources will be used:

Making the Most of Understanding by Design by John L. Brown

Making Content Comprehensible for English Learners: The Siop Model by Jana Echevarria

Biliteracy from the Start By Kathy Escamila

Study group sessions will be planned by the principal and the school's ESL coordinator. Additional support will be provided by the Borough Field Support ELL's team as needed.

The study group sessions will take place bi-weekly from November

-
-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ The purpose of parent engagement activities for parents of ELLs will be to help parents understand grade level expectations and how they can support their children, raise awareness about resources available to enrich the lives and academic experiences of our students and their families, and to equip parents with knowledge and skills that will make them stronger advocates for their children.

All of this will be achieved through the following:

A series of parent workshops provided by teachers, guidance counselor, principal, and CBO's once a month from November to April around topics such as how to help students with their homework and study routines, preparing for parent teacher conferences and other meetings with parent, accessing community resources that will enhance the quality of life for the entire family, as well as wellness and nutrition topics.

ESL classes for parents of Saturdays to be offered concurrently with students' ESL classes

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7,992</u> <u>\$2,544</u>	<u>Direct instruction:</u> <u>Teacher per session for Saturday Academy and after school program</u> <u>Professional Development:</u> <u>Title III Teacher Per Session for participaion in PD</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$664.</u>	<u>Purchasing resources such as paper, folders, notebooks, literacy games, and other materials to be used for instruction when providing ESL supplemental programs.</u> <u>Resources for study groups will be purchased, and coverages will be provided for teachers to attend intervisitations</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11200</u>	_____

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 10	Borough Bronx	School Number 077
School Name BEDFORD PARK ELEMENTARY SCHOOL		

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 Carolyn Heredia	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melissa Leubner	School Counselor Yaira Rodriguez
Teacher/Subject Area Jennifer Dickerson	Parent Juana Martinez
Teacher/Subject Area Lissette Alvarez	Parent Coordinator N/A
Related-Service Provider type here	Borough Field Support Center Staff Member N/A
Superintendent Melodie Mashel	Other (Name and Title) N/A

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	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	0
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	187	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	0												0
Dual Language	14	14	0											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	48	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		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	0	0							0
DL	28	0	0							0
ENL	19	0	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	14	36	14	29															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):
25

Number of students who speak three or more languages: 0

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	2	2												0
Chinese	1													0
Russian														0
Bengali	2	2												0
Urdu	1													0
Arabic	2	1												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		2												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)	6	5												0
Emerging (Low Intermediate)	0	10												0
Transitioning (High Intermediate)	3	2												0
Expanding (Advanced)	9	6												0
Commanding (Proficient)	0	0												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					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									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.
 At Bedford Park Elementary School we use the Fountas and Pinnell benchmark assessment system to assess the early literacy skills of our ELLs. This assessments provides information about the preemergent reading skills students need in order to be able to decode and read with accuracy and comprehension. When students demonstrate mastery of subskills such as concepts of prints, letter/sound recognition, phonemic awareness and high frequency words, they are then assessed using running records to determine their independent reading levels. The data is used by the school to determine what additional supports, and modifications will be needed in order for students to access the curriculum. Based on this information we determine what parts of our reading instruction needs more emphasis and plan instruction accordingly. Teacher use flexible grouping to provide instruction in reading and math, based on levels and needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As Bedford Park Elementary School is a fairly new school, data on ELL performance and needs is drawn primarily from the 2015 NYSESLAT results and the incoming students' NYSITELL scores. Keeping in mind that the vast majority of NYSITELL-eligible incoming students are Kindergarteners and hence take NYSITELL Level 1 (which measures listening and speaking exclusively), data on reading and writing is limited.

 From the NYSITELL results, it is clear to see that the majority of our incoming ELLs struggle the most with speaking. Many students scored in the middle range in listening but were unable to produce answers to many of the speaking questions. In particular, all 6 incoming ELLs who tested at Entering scored less than 3 points on the speaking portion of the NYSITELL. Speaking also remained the most difficult portion of the test for students who tested in at Transitioning. Expanding students had, for the most part, far more balanced scores, but still struggled more with the speaking portion of the exam than the listening. Listening scores for incoming ELLs were far more varied, with most students testing in as Entering or Transitioning receiving scores of 10/18 or greater. Expanding students excelled at listening, many of them mere points shy of a perfect score, demonstrating a far greater need for oral language and speaking support in these students.

For our returning students who took the NYSESLAT last year, listening and speaking remain the more challenging skills. Reading scores varied greatly, but the general trend shows students on target to move towards Commanding. In particular, of the 7 students who scored either Expanding or Transitioning on the NYSESLAT, 6 already are within a commanding range for reading. Emerging students' scores ranged widely but averaged at approximately a 12.7 raw score, which is on track to the score necessary to score Commanding.

Only students who tested again at Entering struggled with reading; in general, Entering level scores are low across the board, but most especially in the area of speaking.

Writing skills ranged from average for the level to higher than average, with many students close to a Commanding level score even in much lower overall levels. In particular, 3/5 Expanding students achieved a Commanding score in writing, with 2/2 Transitioning students and 7/10 Emerging students not very far behind.

Listening scores were mixed across levels. It was the most difficult score for Expanding students, with only 2/5 at Commanding and another 2/5 very off target. Similar results were seen in the Transitioning students, with 1/2 scoring Commanding and 1/2 scoring far below. Both Emerging and Entering students expressed difficulty with listening, with scores generally many points below Commanding. Speaking was again the most difficult skill, but it is important to note that 4/5 Expanding students scored at or above the threshold for Commanding. In all other NYSITELL levels, students generally scored much lower, with many students scoring very low. This data shows a need across ability levels to better support our ELLs with oral language and speaking activities.

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

We use the AMAO tool to recognize whether or not our ELL population is making progress towards mastery, and to what degree. Clearly seeing which students are "at risk" helps teachers and service providers recognize which students need more help. Students who are "at risk" or whose performance on yearly tests continues to drop need to be given special consideration. Additionally, we can see how well we are serving our ELL population by using this tool; this allows us to make adjustments regarding instructional styles, curriculum, and techniques in the future. We also can see how many students of each language are currently enrolled using the AMAO tool, which helps with grouping and understanding the home language support needs of our classrooms.

4. For each program, answer the following:

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

Within the Dual Language program, Spanish speaking ELLs have ample opportunities to use their native language. In both the Dual Language and Freestanding ESL program, students benefit from the use of the SIOP model as a method of planning and delivering instruction, the use of visuals, explicit vocabulary instruction -including using cognates, total physical response (TPR), chants, rhymes, and repetition. In the monolingual classrooms, the native language is used by way of student to student translation or teacher to student (if the home language is English or Albanian).

Understanding the characteristics of the stages of language acquisition and the needs of our population of ELLs (based on assessments) our team is using this information to match students with tasks and prompts that are appropriate to their level of performance, and can provide them with a cognitively challenging. As the Principal visits classrooms to monitor instruction, and collaborates with the data team to analyze data, trends and patterns in student learning and needs then result in topics for professional development. The school works with the network support staff to provide in house professional development that is specific to the needs identified, teachers participate in Professional Learning Communities (PLCs) provided by the network, and then turnkey the information to the rest of the staff while also implementing it in their classrooms. The work does not stop here. Teachers then engage in self, and peer evaluations using the structure of Learning Walks to identify evidence of the implementation of the learning and plan next steps. This results in a process in which the triangulation of data from different sources is used to identify needs, plan and implement professional development and then monitor for evidence of progress. *aste response to questions here:*

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](#).]

Student achievement is always being monitored by the use of data. This data comes in many forms, both formative and summative, and includes both academic and socio-emotional assessments. If an ELL, despite being serviced, is still seen to be struggling either academically or socially, further interventions may be put in place. Data used includes examples of student work, interviews with the students and his/her guardians, observations made by classroom teachers, results on exams or other summative assessments, requests made by the parents or guardians, and a close examination of exactly what aspects of a task a student is struggling with. Interventions include, but are not limited to, further one-on-one instruction, differentiated grouping during lessons, smaller group environments, and home language guidance.

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

At Bedford Park Elementary School teachers use and collect data to drive instruction. Data that teachers collect includes evidence of students' second language development. Using the CCLS listening and speaking standards, stages of second language acquisition, and teacher made oral language rubrics to assess students' levels of performance and identify needs, teachers can then strategically select which language objectives to target in their lessons.

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?

English-proficient students will be assessed using El Sistema de Evaluacion de la Lectura (SEL) which is the Spanish companion the Fournas and Pinnell Benchmark Assessment System, three times a year during the second, third and fourth benchmark assessment periods. Beginning in the fall of 2015, all students participating in the dual language program will be assessed using the Spanish Lab to determine levels of Spanish proficiency upon entering.

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

In addition to student achievement data from teacher anecdotal records, checklists, rubrics and day to day student work and performance that we see in the Freestanding ESL program, in the Dual Language program we also use data from both the SEL and the Founas and Pinnell BAS to evaluate success. Beyond the quantitative measures we get from certain data, our school also uses the Guiding Principles for Dual Language Education issued by the Center for Applied Linguistics to engage in self-evaluation.

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.

The process of identifying ELLs begins with enrollment. When parents come to the school to register a student, they complete a Home Language Identification Survey (HLIS), which is made available in the home language. A pedagogue who has been trained in the intake process will assist the parent if they indicate that a language other than English is spoken at home. Once it is determined that a language other than English is spoken at home, the trained pedagogue will conduct an informal interview with the parent and student in the native language, when possible, to determine if the student speaks a language other than English. If it is determined that the student speaks a language other than English at home, he/she is then eligible to take the NYSITELL. The HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If Spanish is identified as the home language, and the student scores below the cut score for English proficiency, the LAB-R is administered. Parents of all students to whom the NYSITELL is administered will receive a letter with information regarding their entitlement status. Parents of students that score below proficiency levels are invited to attend orientation session to familiarize themselves with the ESL options available. Parents receive a brief overview from the school, followed by a Q&A session.

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).

NA

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).

Students with disabilities are identified as would any other student, using the HLIS and an interview. All qualifying students must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings. For testing purposes, this student will receive the accommodations that apply to both ELLs and SWD.

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.

Immediately after administering the NYSITELL and reporting scores to ATS. The RLCB and RLBB are run to determine eligibility and services required. Based on this information the appropriate forms are sent home with the students.

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).

This information is provided along with the entitlement letter and it is also reiterated through a school customized presentations.

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.
- Our recruitment and information process began in the spring with the Kindergarten admissions process. We host information sessions to provide parents and the rest of the community with more information about our program. In our efforts to ensure that we have the population to sustain a Dual Language program, we speak about this program, not only as an ESL model but also as an opportunity for English proficient children to experience an enrichment model of education. The news has been received positively by the community. After completing the registration process, parents are invited to an orientation session, at which time we offer greater details about our Dual Language program, explaining that our model would be a 50:50, side by side model, alternate-day model. Using a Powerpoint presentation, and offering the information in English and Spanish, we explain that students would receive instruction in all subject areas, in both languages. The orientation session also included a Parent Contract which required parents to sign a written agreement describing what parents agree to and should understand about the program.
- In order to ensure that parents of ELLs understand the choices available to them, parents are given a letter describing the three program choices and inviting them to attend a parent orientation meeting. In addition to the letter parent are also called to ensure that they receive the information about the meeting. Once at the meeting, the purpose of the meeting is communicated to the parents again, along with a brief explanation/introduction to the video. Parents watch the video outlining the three program choices and receive materials about ELL programs in their native language. They then have the opportunity to ask questions about the programs. If needed, an interpreter is called using the Translation and Interpretation Unit available through NYCDOE.
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.
- Upon generating the report of the NYSITELL scores, a trained pedagogue assigned to ELLs' compliance matters generates an entitlement letter informing parents of their child's ELL status and level of proficiency. These letters are sent home with students in their School Communications' Folder. Parents receive the entitlement letter inviting them to the orientation meeting, to which the Parent Survey and Program Selection forms are attached. As we conclude the parent orientation meeting, we ask parents to fill out the forms and leave them with us. These forms, are provided in the native language, however, are filled out in English. Upon collecting these forms, they are filed with the trained pedagogue and kept on file in the school, along with the parent sign-in sheet. We ensure that all forms are returned by reaching out to parents by phone, or face to face during dismissal and drop off. We make every effort to accommodate their needs by offering meetings as early as 7:00 a.m. and as late as 5:00 p.m. to accommodate their schedules. Parent choices are also recorded in the ATS ELPC screen.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The school's ELL liason monitors the parent survey and program selection forms and engages the help of our attendance coordinators to contact parents. School personnel is located in strategic places during arrival and dismissal and these staff members are alerted as to the need to speak with the parents in question. This protocol allows us to reach all parents.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The forms are mailed home and backpacked with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Forms are kept on file with the trained pedagogue in files marked as HLIS, entitlement, non-entitlement.
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.
- All ELLs will be evaluated using the NYSESLAT. The principal and testing coordinators run various reports to gather information and make plans to administer the tests to all eligible students, ensuring that the appropriate accommodations are offered (based on IEP and/or 504 plans). Students will be tested individually for the speaking portion, and in small groups for the listening, reading and writing. Understanding that the students' own teacher is not permitted to administer and score the speaking exam, another disinterested pedagogue will be available to test and score the exams. In order to ensure optimal testing conditions and demeanor for the students, we will administer one section per day. The testing schedule will be planned with great attention to detail to ensure that the last week of the testing window will allow time for make up tests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The protocol for identifying ELLs is adhered to throughout the year for ongoing registrations. The pupil accounting secretary engages the help of the ELL coordinator to ensure that all students are identified, tested and that parents of eligible students are provided with all pertinent information. ELL coordinator engages the help of any and all staff members needed in order to make contact with parents and ensure that notification letters and other important documents are received.
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).

Based on the information collected this year from the Program Selection forms, 20% of our parents chose Freestanding English as a Second Language as a first choice, while 80% chose Dual Language and none selected the TBE program. The program models offered are aligned with parent requests, therefore we will continue to offer an English only class with Freestanding ESL services, in addition to the Dual Language programs.

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.

At Bedford Park Elementary School, standalone ENL is administered to each grade level separately in order to best tailor the lessons to what they are currently learning in class. Entering and Emerging students from each grade are taken to a separate classroom for standalone instruction. Within these smaller groups, lessons are further differentiated, with newcomer students receiving additional small group instruction within the lesson.

As Bedford Park Elementary School's ELLs are placed in general education classes, integrated ENL takes place within the grade teacher's classroom. Lessons are co-taught, using strategies that help ELLs understand the content, and then students are grouped by ability. Newcomer students are sometimes put together to work on fundamental English skills; at other times, they may be grouped with stronger students to model the desired skills and behavior for them. More advanced students are grouped together based on need and ability. The ENL teacher works with each group extensively, ensuring all students are given the resources needed to progress.

- b. TBE program. *If applicable.*

na

- c. DL program. *If applicable.*

Entering and Emerging students receive 2 units of ENL instructional time per week (360 minutes). Transitioning and Expanding Learners receive 1 unit of ENL instructional time per week (180 minutes). Finally, commanding learners continue to receive 90 minutes per week for two years after they have become proficient.

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)?

At Bedford Park Elementary School, each classroom that holds students requiring services has integrated ENL classes a minimum of four periods a week. As a period at Bedford Park Elementary School is 50 minutes long, this adds up to approximately 200 minutes of integrated ENL a week per class, far over the minimum of 180 minutes required for Entering, Emerging and Expanding students. As there are three classrooms at Bedford Park Elementary School that require services, this adds up to 12 periods of integrated ENL a week. These integrated ENL classes are typically done in two period blocks of 100 minutes twice a week.

In addition, Entering and Emerging students are taken out for standalone ENL classes four times a week for 200 minutes a week. Entering students are required to have 180 minutes of standalone ENL a week, and Emerging students are required to have 90; this 200 minute/week standalone ENL program also encompasses their 90 minutes of flexible time. Students are grouped by grade in order for lessons to be tailored to the material covered in their classes and their curriculum; Kindergarteners are seen four times a week and 1st Graders are also seen four times a week. The ENL teacher comes to their classroom to pick up the Entering or Emerging students and brings them into another classroom. These are typically done in one period blocks of 50 minutes four times a week.

Bedford Park Elementary School does not have any former-ELL students as of yet.

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.

ENL: All lessons at Bedford Park Elementary School include a language objective. This helps focus the teachers and the students in on the language necessary to understand the core content. These objectives are made explicit to the students so they can understand what language they are going to be using and why. Visuals are extensively used to help bolster ELLs'

comprehension. Students also benefit from hands-on activities to help cement core content through use of manipulatives or experiments. Frequent checks for understanding help teachers recognize when a student has not understood the material as presented and how to adjust the material to better serve that student. Students are also provided with materials in their own language or at their own language ability -- "same content, different format."

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

Paste response to question here:

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

Evaluation is a constant process. Students are required to complete the same benchmark assessments as their non-ELL peers. In addition, the ENL teacher regularly pulls students aside to have them complete small tasks in reading, writing, listening or speaking. The ENL teacher takes careful notes of what they notice and what the next step should be for each modality. For example, she may ask a student to read her a short book, noting where the student struggles and where the student succeeds. Next time, she may ask the student to write a few short sentences or words, or she may engage her in a structured conversation. In addition, the ENL teacher has set aside special listening practice time during the standalone ENL classes, during which students are read a short passage and asked questions regarding it. The results of all these observations and informal assessments are kept in a file to be reviewed and compared. As part of their data collection process, all teachers of ELLs identify and monitor the ELLs in their class. The ESL coordinator shares information about each students' level of language proficiency and the teacher uses this information to help identify what stage of language acquisition the child is in, in order to provide the most appropriate scaffolding techniques that will allow students to advance in their language development.

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) Bedford Park Elementary School does not currently have any SIFE students, but if we did, their instruction would include vast amounts of basic school skills to ensure their proper social and emotional growth along with their academic growth.

b) Newcomer students are given extra time during both Standalone and Integrated ENL instruction with the ENL teacher. During this time, they work on fundamental English skills, including extensive alphabet and vocabulary support.

c) Developing ELLs come in many different levels and abilities. These ELLs are grouped by need, as some may require more extensive speaking practice while others may struggle with writing their alphabet properly. Student work is assessed and groupings remain flexible and temporary. In addition, mini lessons include activities that invoke each modality of the English language, ensuring that students get both generalized English support and more personalized support as well.

d) Bedford Park Elementary School does not currently have any Long Term ELLs. If we did, a close examination of their work and social development would be conducted, including interviews with their parents and the student. We would determine which areas the student still needed most support in and the student would be provided with additional support and instruction in those areas. We would also look closely at their ability to perform similar tasks in their home language to determine whether it is an English-only deficit or symptomatic of a larger linguistic barrier.

e) Bedford Park Elementary School does not currently have any former ELLs, but if we did, they would still receive their required 90 minutes of integrated ENL a week. The former ELLs would still be assessed informally to ensure their language is still developing without the additional supports.

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

Student work is examined to ensure that their academic progress has not been adversely affected. In addition, informal classroom observations will take place to watch the student and how he/she interacts within the classroom. If the student has been re-identified as a non-ELL and demonstrates further need of language support, he/she will receive remedial services either inside or outside the classroom to assist the student meet their academic goals. If the student has been re-identified as an ELL and their academic progress is affected, the source of the digression will be examined and, if necessary, adjustments to scheduling and grouping will be made. (For example, if a student is always taken out for standalone ENL during the math portion of their day and his/her math scores decline, the standalone ENL period can be moved to another time of the day.)

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

ELL-SWDs are seen in much smaller groups than the rest of the ELL population. They are given manipulatives when possible and relevant and are presented material in multiple different ways. Students are read aloud to, presented guided readings, and engaged in conversation over games or art. Visuals are used extensively, as are songs and chants. Teachers also use these

Chart strategies to build schema before engaging in a new topic or discussion to ensure that their students understand the context of a lesson before delivering it.

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

All efforts are made to get to know the student well and to tailor the lessons to his/her unique needs; this may mean changing the classroom environment to include a "cozy" space, carefully scheduling lessons around their therapy requirements, and allowing access to the content from as many ways as possible. If a student cannot use a certain provided material due to their disability, another one will be created or provided.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	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(u) 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.

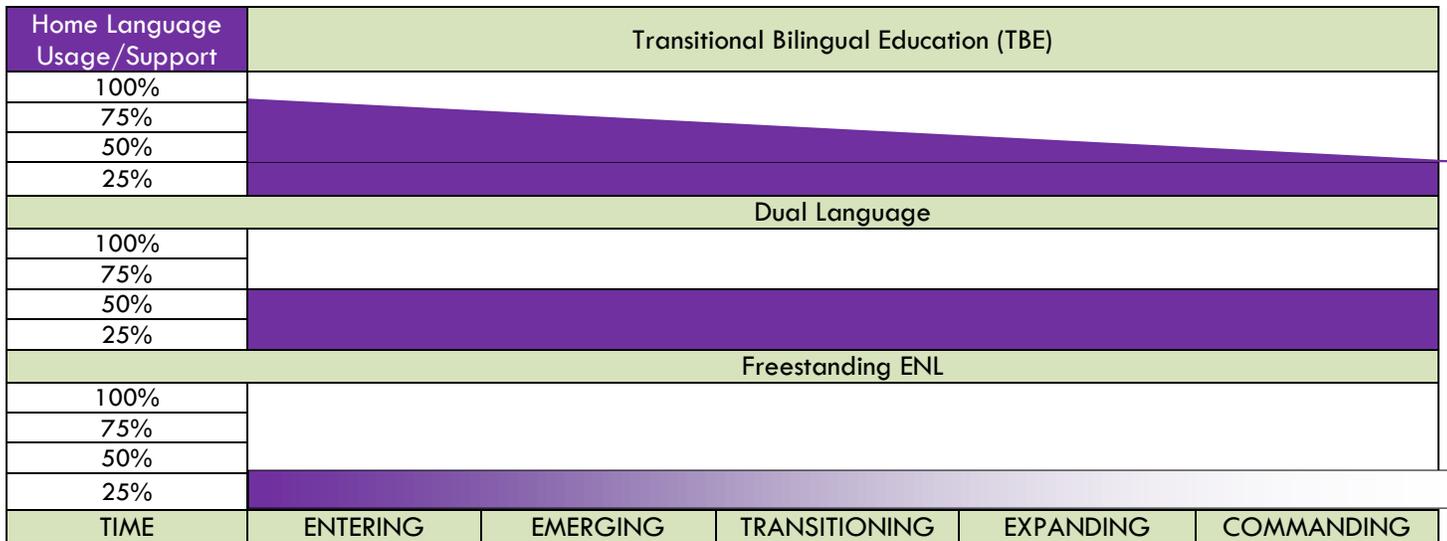


*Note: “other approved services” does not apply to New York City at this time.

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. In addition to the targeted instruction provided through our differentiated instruction within the core program, our school uses the Response to Intervention (RTI) model to provide targeted intervention to students identified as at risk using the universal screenings which are administered at least three times a year. The range of intervention services are as follows:
- small group instruction in reading, writing and math in English and Spanish daily by classroom teachers
 - small group and one on one support is provided outside of the classroom two times a week by academic intervention support person to students identified as being at risk in English and Spanish as needed
 - after school program to focus on ELA and math three times a week in English
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELLs in the ENL program are receiving large amounts of individualized attention. Having an ENL program closely aligned to the classroom curriculum allows ELLs the extra support they need to follow along with their classwork and build critical language skills necessary to engage in further academic progress.
12. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year we will offer a Saturday Academy to provide ELLs with additional language support.
13. What programs/services for ELLs will be discontinued and why?
- None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We ensure that ELLs have equal access to all school programs by incorporating the following:
- equal participation in all core curriculum programs, enrichment art programs and after school services
 - providing a curriculum that highlights and celebrates diversity
 - offering differentiated instruction and multiple entry points within the curriculum
 - integrating features of the SLOP model in every lesson plan
 - providing information to parents in multiple languages
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.
- Core curriculum (Ready Gen and Go Math) include resources to target the needs of ELLs
 - Estrellitas Phonics program used to provide support in native language arts for native spanish speakers
 - Smartboard technology is consistently used throughout the school for daily instruction
 - Access to leveled readers in English and Spanish through Reading a to z
 - Spanish libraries in all dual language classrooms
 - Native language support in the form of dictionaries and pictures in the most common languages
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ENL: Required paperwork is sent home in each student's home language. In addition, parent conferences are held with an interpreter to ensure there are no breaks in understanding. Within the ENL classroom, each student's home language is celebrated and respected, and students are encouraged to share their language with the class and each other. Resources, such as dictionaries books, and the buddy system are provided in the home language when available. In dual language classrooms, teachers provide instruction in the native language 50% of the time.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The curriculum services at Bedford Park Elementary School use are tailored for the age and grade levels of our students. The ENL classes are also based on the same curriculums, maintaining a link between their language classes and their mainstream classes.
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).
- During the Pre-K and K application period the school offers tours for families interested in learning about our school. The tour includes a brief overview from the principal describing our program and visits to classrooms. In the spring time parents are invited to an orientation during which time they receive more in-depth information about the school. In the summer families are invited to a Family Fair at which time they get to meet and interact with the staff and community based organizations that offer services to the school. Throughout the year our ELL coordinator and guidance counselor meet with parents to provide further support and assistance with obtaining resources and information that can help them help their children.
19. What language electives are offered to ELLs?
- Bedford Park Elementary School does not currently offer language electives.

20. For schools with dual language programs:

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

Our dual language program is offered from Pre-Kindergarten to First grade using a 50:50 self contained model, alternating languages by day. Following this model one teacher teaches both languages in the same classroom. Languages are distinguished by color using blue for English and red for Spanish, and are both represented in all subject areas. Emergent literacy and all other subjects are taught simultaneously. Entering and emerging ELLs receive standalone ENL instruction on English days with the classroom teacher. Teachers meet as a grade level team to plan units of study and subsequent lessons. Instruction is continued from one day to the next and in order to do this seamlessly, teachers rely heavily on the checks for understanding conducted throughout every lesson.

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.)
Best practices for teaching diverse learners have always been a focus of our professional development plan. As part of our Summer Institute our teachers participate in training around using the SIOP model of instruction and other particulars of dual language education. Throughout the year, our teachers take part in PD in the form of intervisitation to other dual language schools to observe best practices, forming study groups using professional resources that expose best practices for working with second language learners, and engaging in collaborative planning. These sessions are facilitated by the principal, ELL coordinator and other members of the PD committee.
The school's ELL coordinator attends professional development sessions provided by the Borough Field Support Center and the Office of English Language Learners.
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 the PD provided in school, our dual language teachers participate in the Dual Language Program Professional Development series offered by the NYC Division of English Language Learners and Student Support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
N/A
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.

As per the Jose P. Compliance Monolingual teachers will receive ongoing professional development informing them of preparations for the NYSESLAT. Teachers will be given information for ESL new teacher credits, ESL strategies and NYS standards for ESL. Regular teachers receive 7.5 hours of instruction on ESL methodologies and Special Education teachers receive 10 hours. In the ESL classroom, the ESL teacher maintains a professional resource library for teachers. These professional development requirements will be met by attending a combination of in-house training and workshops, conducting intervisitations to other schools and participating in training offered by the Borough Field Support Center as well as the Department of English Language Learners and Student Support. Agendas and attendance sheets are maintained on file in the principal's office. A letter is placed in their professional files when hours are completed.

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?

Teachers will use the New York City Department of Education's Translation and Interpretation Unit as needed to ensure accurate communication between teacher and parents. These meetings will involve all teachers necessary to accurately inform the parents of their child's academic, linguistic, and socio-emotional development.

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.

Sign-in sheets are used at every meeting. Logs are kept of all phone calls, with time stamps. The ENL teacher also frequently sends home letters to inform parents of information pertaining to their child, makes phone calls, and hosts scheduled and impromptu meetings with parents when requested or necessary.

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

Parents are invited to attend workshops around the following topics:

grade level expectations

providing homework help and other academic support at home

preparing for the NYSESLAT

using the Cool Culture Pass

Mental Health and Wellness

3. Parents are given a needs assessment at the beginning of the school year. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In partnership with programs such as Literacy Without Walls, Studio in a School, Fan4Kids and New York Foundling, our school has been able to provide workshops and services that range from academic support to arts, fitness, wellness and mental health.
5. How do you evaluate the needs of the parents? Through structures like the Parent -Teacher association, School Leadership Team and Title I parent committee, parents are able to express their needs and concerns.
6. How do your parental involvement activities address the needs of the parents? Parent involvement activities are developed in collaboration with the PTA, SLT and informal feedback from parents . Based on the interests expressed and also the needs of students communicated by teacher, we are able to provide activities to address the needs of our community.

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.

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: 10x077

School Name: Bedford Park Elementary School

Superintendent: Melodie Mashel

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.

By way of the HLIS and informal interview with parents during the registration process, our school obtains information about language preferences. In addition to the data retrieved through the HLIS, the question on the Emergency Contact cards which asks about language preferences also provides information about language preference.

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

English, Spanish, Bengali

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.)

Newsletters (monthly), event flyers (weekly), parent-teacher conference announcement (four times a year), MOSL testing information (September), progress reports (three times a year), report cards(three times a year)

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.

Family Fair (August 2015), Curriculum Night (September 2015), Parent Workshops (Bi-weekly), Parent-teacher conference (four times a year), Guidance Counselor and Attendance Teacher. IEP meetings, ESL meetings (as needed)

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.

Written translation is provided in Spanish for every document sent home from school. In all other languages identified (i.e. bengali), it is provided based on availability through DOE forms.

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.

For day to day events and activities, translations are provided over the phone by translation unit. For IEP meetings translation services are contracted out in advance to ensure that the service will be available.

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.)

The Language Translation poster is prominently displayed in the entrance of the school and in the main office. Teachers are provided with a copy of it as well.

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

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)

The school relies on feedback given to the PTA as well as more informal feedback given to teacher or office staff.