2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X077
School Name: BEDFORD PARK ELEMENTARY SCHOOL
Principal: CAROLYN HEREDIA
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: BEDFORD PARK ELEMENTARY SCHOOL
School Number (DBN): 10X077
BEDS Code: 321000010077
Grades Served: PK, K, 1, 2, 3
School Address: 3177 WEBSTER AVENUE
Phone Number: 718-696-6400
Fax: 718-696-6405
Email Address: CHEREDI@SCHOOLS.NYC.GOV

School Contact Person: CAROLYN HEREDIA
Principal: CAROLYN HEREDIA
UFT Chapter Leader: JENNIFER DICKERSON
Parents’ Association President: SHALANA MORRIS
SLT Chairperson: JENNIFER DICKERSON
Title I Parent Representative (or Parent Advisory Council Chairperson): STACY BROWN
Student Representative(s): NA
CBO Representative: NA

District Information

Geographical District: 10
Superintendent: MARIBEL HULLA
Superintendent’s Office Address: 1 FORDHAM PLAZA
Superintendent’s Email Address: mhulla@schools.nyc.gov
Phone Number: 718-741-5852
Fax: 718-741-7098

Field Support Center (FSC)
FSC: BRONX  Executive Director: JOSE RUIZ

Executive Director’s Office Address: 1 FORDHAM PLAZA, BRONX NY 10467

Executive Director’s Email Address: JRUIZ2@SCHOOLS.NYC.GOV

Phone Number: 718-828-7776  Fax: 718-741-8895
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAROLYN HEREDIA</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>JENNIFER DICKERSON</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Alexandria Arriaga</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>SARA MELENDEZ</td>
<td>DC 37 Representative (staff), if applicable</td>
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</tr>
<tr>
<td>Azziza Villar</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>JASMINE LINA</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>WILDMIS CABRERA</td>
<td>UFT</td>
<td></td>
</tr>
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<p>| Member/                |                                                                                  |                      |</p>
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<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>KYISSA JEMINE</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>MILAGROS SOSA-NUNEZ</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>CRISTINA PAJARITO</td>
<td>PARENT</td>
<td></td>
</tr>
<tr>
<td>MARIA ALVARADO</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning—supporting schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear—that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>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</td>
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</table>
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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 77 opened in 2014 to help alleviate overcrowding in this specific region of District 10. In the 2018-19 school year we will serve students in Pre-Kindergarten through fourth grade with a total enrollment of approximately 402 students.

We are committed to offering a rigorous and high quality education to our diverse population of students. To this end, in addition to providing a curriculum that is aligned to the Common Core Learning Standards as well as other New York State Standards we offer and emphasize the following:

-Dual Language Program

-Global Education

-Service Learning

-Family and Community Partnerships

DUAL LANGUAGE PROGRAM:

P.S.77 offers a Spanish dual language program which starts in Pre-Kindergarten with the goal of ensuring that students participating in the program will become bilingual and bi-literate by the time they go on to middle school.

With a population of 28% English Language Learners served through the school, and another 25% English Proficient students participating in the dual language program, our total population of students learning a new language is
approximately 53%. The diverse backgrounds and needs of our student population makes it increasingly important to
differentiate instruction for students at varying levels of academic and language proficiency. Understanding the
intricacies of the language acquisition process, we have implemented school wide structures to help us better address
the language needs of our students and will continue to dedicate time and resources to growing our practices around
this area.

GLOBAL EDUCATION AND SERVICE LEARNING:

Preparing students for success in a global community calls for knowledge and skills that go beyond content mastery.
In order to succeed in the 21st century, our students will need to exhibit creative thinking and problem solving skills,
and be able to communicate and collaborate with others from diverse backgrounds. At P.S. 77 we help students
develop these skills by providing rigorous curricula and emphasizing global awareness and connections integrating
global connection objectives within each lesson, providing opportunities for students to work both independently and
collaboratively, and celebrating each others’ cultural heritage and background. In addition to providing these
opportunities through the core curricula, our students are also provided with opportunities to develop leadership
skills and get involved in the community through service learning projects and civic engagement opportunities.
Throughout the years, such opportunities have included creating care packages and conducting monthly visits to a
local nursing home, raising money for charities, and conducting special events to raise awareness about social issues.

PARTNERSHIPS:

Our school offers multiple opportunities for parents and the community to be involved. Every year we welcome our
families back to school with a Family Fair. In addition to welcoming families we also invite community based
organizations to share information about the resources they provide to the community. Thanks to these annual
events, our families have secured health care, legal and immigration services, support obtaining housing assistance,
and much more. Another noteworthy annual event which brings dozens of families to our classrooms is our annual
Dads Take Your Child to School Day. These two events alone set the stage for a year of active parent involvement.
Our Pre-Kindergarten classrooms offer open classroom sessions once a week to give parent an opportunity to see
how their children engage in learning at school. In Kindergarten and beyond, open classroom events and publishing
parties are held once a month for the same purpose. In addition to having partnerships with local community
organizations, we also partner with Music and the Brain, Studio in a School and DreamYard to enhance the arts
programs at our school.

Our instructional practices are driven by the needs of our students. In order to keep a pulse on said needs, students at
P.S. 77 are assessed using benchmark assessments in reading five times a year, three of which include baseline (B),
imid-year (M), and end-of-year (E) reading inventories. Teachers also assess students using on-demand writing
samples and grade level math tests as beginning, middle and end of year assessments. For students participating in
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. 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 which reinforce academic as well as social skills. This continued practice will help them maintain, and further develop the skills they acquired throughout the year. In September, families receive a Parent Handbook which contains important information about school wide policies and procedures around topics like attendance, behavior expectations, homework policy and others. Included in the handbook is also a copy of our tentative calendar of school wide events. Sharing dates of events with so much time in advance allows our parents to plan ahead and make arrangements so they are available to participate.

3. Describe any special student populations and what their specific needs are.

Our student demographics consist of a diverse population of students. English Language Learners (ELLs) make up approximately 27% of our population while students with disabilities (SWD) make up 15% of the population.

Our student body speaks at least eight different languages at home; these include Albanian, Arabic, Bengali, Bulgarian, French, Hungarian, Urdu, and more. Through our dual language program and an emphasis on global education, we are able to promote cultural awareness and acceptance. The need to provide oral language and vocabulary support becomes increasingly important under these circumstances.

Sharing a campus with P.469 which is a district 75 school and having a population of 15% SWD makes furthering the inclusion of students with disabilities at our campus amongst our top priorities. Through our participation in the citywide Collaborative Communities program our two schools have shared resources and expertise in a way that both school communities benefit from. One example of this can be seen in our inclusive program in which students with significant disabilities are provided with a Least Restrictive Environment within a general education setting receiving special education supports. We began this collaboration in 2016 and have grown the program to include two classes. Similar inclusive practices have taken flight in less formal settings within our school using structures like joint school wide events and buddy classes. We are particularly excited about the peer mentoring opportunities the buddy class program affords students by allowing them to develop and use leadership and social skills.
4. Identify 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 2017-2018 School Quality Guide shows notable progress in the areas of Rigorous Instruction and Strong Family-Community Ties. On average, there was an increase of .12 across the elements with the highest increments seen within the element of Rigorous Instruction.

The descriptions that follow are provided as highlights of the 2017-18 school year within each element of Framework:

**Rigorous Instruction:**

Every lesson includes a language objective as well as a global connections objective which leads to a deeper exploration of content.

The practice of differentiating instruction through small group and one to one data driven lessons continued.

Stronger emphasis on building academic vocabulary by explicitly teaching vocabulary and providing more opportunities and structures for discussions (i.e. talk moves, emphasis on academic vocabulary, etc.).

**Collaborative Teachers:**

By offering cycles of professional development targeting teachers’ needs and interests, and common planning time throughout the week, teachers are able to collaborate with grade level colleagues to share best practices. This has resulted in greater consistency in instructional practices throughout the school and improved student outcomes.

**Supportive Environment:**

In the 2017-2018 school we continued the work that began in 2015 with the Leader in Me. The emphasis on adopting the 7 Habits as a common language and integrating the Leader in Me concepts into lessons continued from previous years. Our writing cluster program was strategically revamped to allow for a more integrated approach to social emotional learning through academics. This resulted in deepening students’ understanding of the principles associated with the Leader in Me and greater opportunities to make connections across topics.

In the upcoming school year, the key areas of focus will be as follows:

- use formative and summative assessments to craft and provide more targeted instruction to all students in the area of math

- create more opportunities and structures to promote teacher leadership roles

- continue to use an evidence based program to promote social and emotional learning within the classroom through explicit skills instruction

- use shared and distributive leadership structures to help build capacity and create more opportunities for innovation and improvement

- increase opportunities for parent involvement and participation
### School Demographics and Accountability Snapshot for 10X077

#### School Configuration (2018-19)
- **Grade Configuration:** 0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 358
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** YES
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 9
- **# SETSS (ELA):** 3
- **# Integrated Collaborative Teaching (ELA):** 1
- **# Special Classes (Math):** 9
- **# SETSS (Math):** 2
- **# Integrated Collaborative Teaching (Math):** 1
- **Types and Number of Special Classes (2018-19):**
  - # Visual Arts: 22
  - # Music: 22
  - # Dance: 22
  - # CTE: N/A

#### Student Composition (2017-18)
- **% Title I Population:** 88.0%
- **% Attendance Rate:** 91.7%
- **% Free Lunch:** 82.7%
- **% Reduced Lunch:** 2.2%
- **% Limited English Proficient:** 28.8%
- **% Students with Disabilities:** 14.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 1.1%
- **% Black or African American:** 7.5%
- **% Hispanic or Latino:** 64.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 12.3%
- **% White:** 13.4%
- **% Multi-Racial:** 2.0%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 4.25
- **# of Assistant Principals (2016-17):** 0
- **% of Teachers with No Valid Teaching Certificate:** 17%
- **% Teaching Out of Certification:** 17%
- **% Teaching with Fewer Than 3 Years of Experience:** 57%
- **Average Teacher Absences:** 4.25

#### Overall NYSED Accountability Status (2018-19)
- **ELA Performance at levels 3 & 4:** 58.5%
- **Mathematics Performance at levels 3 & 4:** 35.3%
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Hispanic or Latino: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: ALL STUDENTS
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

At BPES, we aim to deliver high quality instruction that is aligned to the Common Core Standards. Since 2014, we have worked towards steadily establishing and strengthening structures to facilitate this process.

2017-18 Measure of Teacher Practice reports reveal strengths in component 2a. Creating an environment of respect and rapport (average score 3.0) and 2d. Managing student behavior (average score 2.9) making it possible for our school community to enjoy a safe, orderly and welcoming learning environment. Component 1a. Planning and preparation- (average score 2.9) was also amongst the highest scores.

Principal Performance Observation revealed the school’s strengths fall within systems for improvement (Q.R. indicators 1.3 and 3.1).

The June 2018 PPO review noted that strategic and purposeful use of resources support school improvement goals and high expectations at the school.

-at risk as well as enrichment supports were provided to students

Findings from the Measures of Teacher Performance (MOTP) reports reveal that component 3d: Using Assessment in Instruction with an average score of 2.6. Principal's Practice Observation (PPO) also emphasized the need to “Continue to deepen teachers’ skills in the use of formative assessment practices as well as student self-assessment so that teachers make effective adjustments to meet all students’ learning needs during daily classroom lessons”.

2018-19 CEP
Upon reviewing this data along with school wide Measures of Teaching Practice (MOTP) reports, we have identified the need for teachers to use data from formative and summative assessments to craft lessons and provide more targeted instruction to all students in the area of math.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
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</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
</tr>
<tr>
<td>By June 2019, all K-4 teachers will use data from formative and summative assessments to craft lessons and provide more targeted instruction to all students in the area of math resulting in a 5% increase in the number of students performing on or above grade level on the Math End of Year Performance Task as compared to 2018.</td>
</tr>
</tbody>
</table>
Classroom teachers will familiarize themselves with assessment options available through the core curriculum and will incorporate these into their unit plans using the UbD framework.

Classroom teachers

August 2018-June 2019

Principal and AP will facilitate training around UBD to deepen teacher’s understanding of the role of assessment in instruction. Administrators and grade leaders will facilitating curriculum resources

Administration will monitor implementation of formative assessments through visits to classroom.

Grade teams will work collaboratively during common preps to identify assessments, plan lessons and share resources Teachers
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).

<table>
<thead>
<tr>
<th>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.</th>
<th>Teachers, Students</th>
<th>August 2018 - June 2019</th>
<th>Administrator will secure pd opportunities. Model teacher and other lead teachers will be identified to host intervisitations. Teachers will be responsible for following through on feedback.</th>
</tr>
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<tbody>
<tr>
<td>In addition to report cards, parents will receive progress reports that inform them of the progress their child is making in math. Newsletters and workshops will provide parents with additional information to equip them with strategies they can use at home to support their children.</td>
<td>Parents, Students</td>
<td>September 2018 - June 2019</td>
<td>Grade level progress reports will go out between every report card period, for a total of two per year. Grade level newsletters will be</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops will be provided around topics such as Common Core Standards, Homework Help, etc.

Monthly PTA meetings will include a classroom visit with at least 1-2 scheduled during a math lesson.

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, Administration Data Coach, Facilitators for parent meetings, Staff to monitor students during parent meetings |
| Instructional Resources: Math unit assessments, formative assessment measures, Daily 3, Software licenses for MasteryConnect, Exemplars tasks, 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.

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<th>Tax Levy</th>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</table>

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 2019, at least 65% of students in K-4 will meet mid-year grade level expectations in math, teacher's data binders will evidence consistent implementation of checks for understanding and at least two Focus for Instruction Sheets in Math will have been completed to reflect attention to the needs identified using data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Volume and consistency in conference notes accumulated within teacher's data binders will be used to measure progress in this area.

**Part 5c.** In **February 2019**, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

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 School wide Positive Behavioral Interventions and Supports (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.

Findings from the 2017-2018 School Quality guide reveal 92% positive feedback about the school’s safety while indicators 1.4 and 3.4 in the 2016-17 Quality Review showed “Well Developed” practices in the elements related to Supportive Environment.

In order to continue to effectively address the needs of our diverse population of students and teach them the skills they need to regulate their behaviors and emotions we will continue to use an evidence based program to promote social and emotional learning within the classroom through explicit skills instruction.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 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. |

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 School wide Positive Behavioral Interventions and Supports (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.

Findings from the 2017-2018 School Quality guide reveal 92% positive feedback about the school’s safety while indicators 1.4 and 3.4 in the 2016-17 Quality Review showed “Well Developed” practices in the elements related to Supportive Environment.

In order to continue to effectively address the needs of our diverse population of students and teach them the skills they need to regulate their behaviors and emotions we will continue to use an evidence based program to promote social and emotional learning within the classroom through explicit skills instruction.
By June 2019, all teachers will use an evidence based program to promote social and emotional learning within the classroom through explicit skills instruction resulting in a 15% increase in positive responses for the element of Supportive Environment on the NYC School Survey.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, Teachers, Staff</td>
<td>September 2018-June 2019</td>
<td>SIT/PPT/RTI team will meet at least once a month to discuss referral, review data and make recommendations for support.</td>
</tr>
<tr>
<td>Administration School Counselor, Teachers, Students</td>
<td>September 2018-June 2019</td>
<td>Administration and de-escalation team will monitor infractions. Administration will ensure compliance with record keeping systems.</td>
</tr>
<tr>
<td>Principal, Guidance Counselor, Parents, CBO</td>
<td>August 2018-September 2019</td>
<td>Administration will work closely with SMHC to deploy support as needed. Administration will coordinate training and pd opportunities with consultants.</td>
</tr>
<tr>
<td>Principal, Parent Coordinator</td>
<td>September 2018-June 2019</td>
<td>Classroom teachers will implement communication system to facilitate exchange between home and school. Principal will secure resources parents.</td>
</tr>
</tbody>
</table>

**PBIS Team and PPT/RTI Team** will collaborate to provide multi-tiered supports to all students.

**De-escalation and crisis team** will use specific tools to track and monitor behaviors.

**School’s Mental Health Consultant (SMHC) and consultants** will provide training and support to the entire school community in understanding their role in providing social and emotional learning supports to all students.

**Implement resources to facilitate communication between school and home** to help keep parents abreast of students’ behaviors, and provide resources that parents can refer to at home to reinforce positive social skills and send a consistent message.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Monthly parent workshops will be provided around the 7 Habits. PBIS team, administration, parent coordinator and school counselor, along with volunteer teachers will lead each workshop. School counselor will provide a monthly one page home-school connection summarizing the habit of the month and providing parents with tips to use at home to reinforce these skills.

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: Administration, School Mental Health Consultant, School Counselor, Teachers, Parents

Instructional resources: The Leader in Me posters, study guides for staff, reflection sheets, Danielson Framework, PBIS website, book of the month to coincide with each principle, 7 Habits classroom libraries to facilitate morning meeting discussions around these topics, buddy reading and lunch club schedule will be assigned.

Schedule: program monthly assemblies into calendar, create lunch club and buddy reading opportunities

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

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<td>21st Century Grant</td>
<td>SIG</td>
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</table>

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 2019, there will be a 5% increase in overall percentage of positive scores (from 78%).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Decrease in reflection sheets and increase in positive responses on school survey around Supportive Environment

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Findings from the 2016-2017 Quality Review indicate that "teacher team collaboration builds distributed leadership capacity and strengthens the instructional capacity of teachers resulting in school-wide instructional coherence and increased student achievement."

The 2017-18 New York School Survey Measures reveals a 97% positive response rate in Cultural Awareness and Inclusive Classroom Instruction for the element around Collaborative Teachers and a 2% points over the city’s average in school commitment. This level of commitment to the school and confidence in addressing the diverse cultural, linguistic and academic needs of our students contributes to an overall positive school community in which members feel supported and respected.

Further studies of the 2017-18 School Quality Guide shows a decrease in positive responses within the area of Collaborative Teachers, specifically around peer collaboration and innovation and collective responsibility.

Our focus this year will be on developing structures to support and promote teacher leadership roles in a way that builds capacity and generates more opportunities for innovation and school wide improvement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, structures that support and promote effective collaboration among staff will be implemented school wide resulting in an increase of 10% of teachers being rated Highly Effective in component 4e of the Danielson Framework.
### 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:

- Evidence-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).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Teachers, Students</td>
<td>August 2018-June 2019</td>
<td>Principal will facilitate first few sessions to launch the structure for collaborative planning.</td>
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<td>Grade leaders will create a pacing calendar, agendas and minutes for their common planning 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.</td>
</tr>
<tr>
<td>Teachers, Students</td>
<td>September 2018-June 2019</td>
<td>PD Committee members will survey teachers, analyze data and identify professional development opportunities. Practices described in the handbook will be implemented and reflected in the agendas. Calendars, agendas and minutes will be shared and</td>
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</tbody>
</table>

Using MOSL and MOTP data, the Professional Development Committee will identify school wide needs and match those to existing in-house expertise creating opportunities for inter-visitations, lab-sites, etc.

The Handbook for Professional Learning issued by the DOE will be provided to teams 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 in teaching and learning. Cycle 1 (September–October) will offer opportunities for teachers to gain a deeper understanding of school wide expectations, instructional focus, etc. Cycle 2 (November-January), based on baselines for the beginning of the year and Cycle 3 (March-May) based on mid-year assessment.
New Teacher Induction Committee will be formed and a plan will be created to provide new teachers with additional in-service training and support.

Teachers, Students

September 2018 - June 2019

Administrators use IPC to collaborate with teachers on identifying goals.

PD committee will analyze Measures of Teacher Practice report to identify needs.

Parents

September 2018 - June 2019

Parent outreach logs will be maintained by teachers and monitored by principal

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will lead school wide parent workshops at least once a month. Teachers will participate on PTA and will share information with parents about curriculum and instructional practices.

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 will use Parent Engagement time on Tuesdays to plan for and deliver workshops for parents.

**Instructional resources:** Agendas. Powerpoints, Parent friendly handouts

**Schedule:** Tentative calendar of events will be shared with parents in September to communicate dates and topics for parent workshops.

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

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</table>

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 2019, we will have completed two rounds of Professional Learning Cycles and conducted at least two inter visitations.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Agendas. PD plans, inter visitation logs.

Part 5c. In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2017-18 School Quality Guide, the New York City Survey measures reveal a 94% and 95% satisfaction rate with the school’s instructional leadership and inclusive leadership respectively.

Those surveyed felt that principal sets high standards for learning, tracks student academic progress and communicates a clear vision amongst other things.

It is also true that teachers expressed interest in having more influence when it came to instructional materials and student behavior.

In the 2018-2019 school year, our priority around this area will be to use shared and distributive leadership structures to help build capacity and create more opportunities for innovation and improvement.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |

By June 2019, we will build capacity and create opportunities for innovation and improvement by having at least 60% of teachers taken on a leadership role or act, resulting in 10% in Highly Effective ratings in component 4e of the Danielson Framework.
### 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:**

- Evidence-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).

| PD Committee will continue to adopt structures that lead to more effective collaboration (i.e. Meeting Wise, Data wise, etc.) | Teachers | September 2018-June 2019 | PD Committee members will turnkey the work which will lead to school wide use of Meeting Wise practices |
| Implementation of recommended structures will lead to more efficient use of time, more purposeful, action and outcome oriented meeting, resulting in improved student achievement | Teachers | September 2018-June 2019 | Teachers will facilitate meetings, collaboratively prepare agendas, identify problems of practice and analyze student work. |
| Through monthly committee reports at School Leadership Team meetings and Parent-Teacher Association meetings, the school community, and more specifically parents, will be kept abreast of school-improvement plans and decision-making processes. | Teachers, PTA president, | September 2018- June 2019 | SLT chair and PTA president will ensure that each meeting includes time for committee reports. |

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Monthly committee reports will be shared at the SLT meetings. Teacher-led parent workshops will be conducted to share best practices parents can use at home to support their children’s learning.

### 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:** PD Committee will meet once a month during other work time. Teachers, additional cluster teacher will be secured to cover committee members for presentations at PTA meetings and other, translator available in English and Bengali to ensure parent population understands message.

**Instructional resources:** flyers, technology to facilitate communication and recording and sharing of meeting minutes, refreshments and incentives will be provided at PTA meetings.

**Schedule:** Schedules will be coordinated so that teachers can common preps with grade level colleagues each day.

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

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**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 2019, each member of the grade level team will have had an opportunity to facilitate a grade level meeting, including creating the agenda.*

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

*Meeting minutes will reflect the presence of teachers and the sharing of meeting briefs.*

**Part 5c.** In *February 2019*, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2016-2017 Quality Review found "Well-Developed" practices in the area of Strong Family and Community Ties. The School Quality Guide shows a .17 point increase in positive ratings in this area as well showing that parents are satisfied with the level of communication maintained between school and families.

As we continue to expand and grow a grade each year, our goal will be to continue to increase opportunities for parent involvement and engagement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 10X077 will increase parent participation and involvement in classroom and school wide events, resulting in a .25% increase in the element of Strong Family and Community Ties as measured by the School Quality Guide.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
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<td>- 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).</td>
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<th>Target Group(s) Who will be targeted?</th>
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<tr>
<th>Timeline What is the start and end date?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</table>

The annual Family Fair will take place in September before school begins. CBO’s and other agencies will be invited to present information and resources to parents.

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>Parents September 2018-2019</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Parent Coordinator, School Counselor, Thrive Consultant will conduct outreach to organizations and confirm their participation at the event.</td>
</tr>
</tbody>
</table>

Agencies that provide a service to the community will be invited to present at monthly PTA meetings in hopes of ensuring that parents have greater access to the resources available throughout the community.

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents September 2018-June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Parent Coordinator, School Counselor, Thrive Consultant will conduct outreach to confirm the participation of organizations at monthly meetings and other events.</td>
</tr>
</tbody>
</table>

In addition to open classroom events and publishing parties, use technology to allow parents to participate in classroom events and stay abreast of what’s happening.

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents September 2018- June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will be responsible for scheduling celebrations, preparing students for publishing parties and inviting parents. Parent Coordinator will be responsible for parent outreach to encourage parent participation.</td>
</tr>
</tbody>
</table>

Marketing efforts in the form of a school website and other tools will be used to showcase the school.

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents Community September 2018- June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration will identify staff members that will support in these efforts.</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Thrive NYC
Fan4kids
DreamYard
Food Bank NYC Cookshop

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:** Parent Coordinator, School Aides, Thrive Consultant, School Counselor, Classroom teachers

**Instructional resources:** Student work samples and artistic displays, Common core standards and evidence of student learning for classroom publishing events, refreshments and decorations for welcoming environment

**Schedule:** Parent engagement Tuesdays, school aides to work with students while parents meet with teachers or engage in workshops

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, the school’s website will be up.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Website.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Benchmark assessments using Fountas and Pinnell 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 RtI team. The RTI makes recommendations based on documentation provided through referral process, which may include student work and performance of the assessments.</td>
<td>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 Fundations program.</td>
<td>Services are provided in small groups and one to one.</td>
<td>These services are provided throughout the school day.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students are assessed daily using the check for understanding measures in each</td>
<td>Students receive additional support in small groups through guided groups and</td>
<td>Small group One on one</td>
<td>The service is provided during the school day.</td>
</tr>
</tbody>
</table>
lesson, and at the 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Grouping</th>
<th>Time of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>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.</td>
<td>Small group and one to one</td>
<td>Service is provided during the day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>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.</td>
<td>Small group and one to one</td>
<td>Service is provided during the day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>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,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Approximately 7 students are currently living in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students in temporary housing are provided with school supplies such as book bags, notebooks, pencils, erasers, school uniform and snacks (as needed). Counseling services are also available to STH population as needed, especially the transient population. School counselor conducts outreach to the parents to offer services and learn more about their needs, in order to provide any additional support.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>7 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Students in temporary housing are provided with school supplies such as book bags, notebooks, pencils, erasers, school uniform and snacks (as needed).

Students will receive

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3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

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:

- 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

Opportunities will be provided for teachers to assume leadership roles as follows:

- 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. 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
- New Teacher Induction Committee
- 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).
### 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 questions 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.

The committees known as the Measures of Student Learning (MOSL), which is comprised of representatives from each grade level, meets to discuss which assessments will provide us with the most meaningful and reliable data regarding student achievement. The Professional Development committee, which is also comprised of teacher representatives from each grade level and student subgroups will meet on a monthly basis to analyze data (i.e. observation tracker reports, student work) to identify areas of need and implement strategies to promote professional growth and student achievement.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$308,326</td>
<td>All action plans and p.25-27, p.30-34</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>p. 25, p.30-34</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,417,029</td>
<td>All action plans and p. 25-27, p.30-34</td>
</tr>
</tbody>
</table>

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Bedford Park Elementary School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford Park Elementary School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

### Parental Involvement and School Quality

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 Every Student Succeeds Act (ESSA);

- 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;

### Encouraging School-Level Parental Involvement

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)

Bedford Park Elementary School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for the Every Student Succeeds Act (ESSA) 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responsibilities:</td>
</tr>
</tbody>
</table>

- Be respectful by valuing ourselves and other
- Be innovative by showing creativity and discovering new ways of doing things
- Be supportive by helping other members of the community
- Show effort by trying our best
- 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 2018-19 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 OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ____</th>
<th>DBN: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total # of teachers in this program: ____</td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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 28% of our student body. From Kindergarten to second grade, our ELL population is comprised of 84 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 Sonike (2%). As a dual language school whose mission it 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.

Title III funds will be used to provide a "Saturday Enrichment Program" once a month from November to May, which will be open to all Kindergarten through 2nd grade ELL students, from entering to commanding levels, and their families, as well as an "After School Program" Wednesdays, Thursdays and Fridays from November to May, to which a total of 50 ELL students from 1st and 2nd grade will be invited to attend.

While the focus of the "After School Program" will be to provide academic support to ELL students, the "Saturday Enrichment Program" will serve as an enrichment program for both students and their families. The rationale for this approach is that by doing so, we are able to target students' academic and social needs in a manner that is more appealing, less intimidating and provides multiple entry points to students with different learning modalities and interests.

All students identified as ELLs and their parents will be invited to attend the Saturday program. Through partnerships with arts and cultural organizations, such as Music for Many, and Studio in a School, ELL students and their families will receive an hour and a half of guided practice and exposure to different art techniques and culturally enriching performances from 9 a.m. to 10:30 a.m. in a whole group setting led by one ESL or Bilingual certified teacher and an arts consultant. The cost of the program will be covered with Title III funds. While the program will focus on exposing students and their families to art and culture, through this experience we will also 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.

Our ESL/Bilingual teachers will use a variety of ESL methodologies to support the resident artists and other facilitators. Teachers will monitor students' progress using feedback forms collected from each family, and observations. Consultation fees and materials such as content specific books, paper, notebooks, folders, art supplies will be covered with Title III funding source. One supervisor will be assigned to oversee the Saturday program Title III funding.

The "After School Program" will run from Wednesday to Friday, from 2:30 p.m. to 3:30 p.m., 1 hour each day, for 10 weeks and will also focus on developing listening, speaking, reading and writing skills in English for our ESL in 1st and 2nd grade. Three 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
**Part B: Direct Instruction Supplemental Program Information**

reading skills. Teachers will monitor student's progress by conducting ongoing assessments in phonics and reading.

Title III funds will be used to cover this program as follows:

**Saturday Academy:**
- 2 teachers X 14 hours
- 1 school aide X 14 hours
- 1 admin. X 14 hours
- 1 P.C.x 14 hours

**After School Program:**
- 4 teachers X 59 hours
- 2 paraprofessional X 59 hours
- 1 admin X 30 hours

**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: ______

In order to provide teachers with additional support in addressing the needs of ELLs in their respective classes, professional development will be available for all teachers.

In September, all classroom teachers in Pre-Kindergarten through second grade will be provided with professional development in the form of a workshop that will provide teachers with more information about the ELL identification process, proficiency levels and NYSESLAT expectations based on grade bands. The purpose of this will be to orient classroom teachers as to the different needs of ELL students based on proficiency levels. This information will help teachers further differentiate and target their instruction from the onset. Teachers will receive this first training as part of the opening day information.

ESL teacher will attend other professional development sessions offered by the field support center, and will turnkey the information to teachers of ELLs during after school trainings once a month on Tuesdays from 3:30 to 4:30. Topics will include how to distinguish between second language acquisition and a learning disability, tools to engage ELLs in rigorous instruction, and providing targeted and strategic instruction to our ELLs. Training will be open to our 14 teachers (12 teachers K-2 and social studies and AIS teacher).

Dual language teachers will participate in an after school study group using ReadyGen Biliteracy Pathway Handbook. A total of 7 classroom teachers, one ESL teacher, and AIS teacher, along with an administrator will take part in this study group for 1 hour once a week for a total of 4 weeks from October 19th to November 16th. Labsites will be identified within the school on each grade level and will be used to conduct intervisitations and demonstration lessons. Title III funds will be used to pay for missed preps to cover during intervisitations.
Part C: Professional Development

Title III funds will be used to cover expenditures as follows:

Teacher Training (6 one hour sessions):
6 teachers X 6 hours
1 facilitator (teacher) x 6 hours

Missed Preps for classroom inter-visitations
16 teachers X 4 missed prep

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 on Tuesdays from 2:30 to 3:30 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. Parents of ELLs will receive a personalized invitation with all dates and topics from November to April in the fall. Reminders will be sent out on school wide monthly calendars to the entire community, and parents of ELLs will receive additional reminders the week before in the weekly memos.

$300 of Title III funds will be used to cover flyers, refreshments and other resources to promote family engagement.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>___</td>
<td>na</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>077</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Carolyn Heredia</th>
<th>Assistant Principal</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach N/A</td>
<td></td>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Melissa Leubner</td>
<td>School Counselor</td>
<td>Yaira Rodriguez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jennifer Dickerson</td>
<td>Parent</td>
<td>Shalana Morris</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jasmine Lina</td>
<td>Parent Coordinator</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Yaira Rodriguez</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Hulla</td>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>362</td>
<td>102</td>
<td>28.18%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Transitional bilingual education program (TBE)</th>
<th>Dual language program (DL)</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☑️</td>
<td>Yes ☑️</td>
<td>Yes ☑️</td>
</tr>
<tr>
<td></td>
<td>No ☐️</td>
<td>No ☐️</td>
<td>No ☐️</td>
</tr>
</tbody>
</table>

If yes, indicate language(s):
- If TBE: Spanish
- If DL: Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang. (e.g., 2013-14)</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

At Bedford Park Elementary School we use the Fountas and Pinnell benchmark assessment system in English to assess the early literacy skills of our ELLs. The Spanish version of this assessment is also administered to all students participating in the dual language program. This assessments provides information about the pre emergent reading skills students need in order to be able to decode and read with accuracy and comprehension. When students demonstrate mastery of sub skills 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.

In addition to these assessments, we also administer spelling inventory assessments using Words Their Way and Estrellitas. 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.
2. What structures do you have in place to support this effort?
   A school wide assessment calendar is provided to every teacher. This calendar lists the assessment window dates, reporting dates, collaborative grade meeting analysis dates, and progress monitoring dates. This structure provides guidance in planning for the whole cycle of assessing for instructional purposes. Once the data is submitted, teachers meet in grade level teams along with administrators to complete a Focus for Instruction Sheet which identifies target skills and 1-3 instructional strategies for teaching each skill.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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 Fountas 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 of the program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The school wide Response to Intervention team meets once a month to discuss cases that were brought up for review by classroom teachers. Once baseline, benchmark and summative assessment data is reviewed and targeted instruction has been provided in the classroom, teachers may refer students to the RTI/PPT for additional support through Tier 2 and 3 structures of the RTI framework. Since we have ENL, special education, grade level teachers and other staff members on this team, we are better able to make determinations about the needs and root causes of the students, and offer suggestions for additional support inside the classroom or outside (through more intensive RTI support) based on our collective expertise.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [Refer to the ELL Data Analysis Tool and RLAT from ATS].
   As Bedford Park Elementary School data on ELL performance and needs is drawn primarily from the 2017 NYSESLAT results and the incoming students’ NYSITELL scores. Keeping in mind that the vast majority of NYSITELL eligible incoming students are Kindergartens and hence take NYSITELL Level I (which measures listening and speaking exclusively), data on reading and writing is limited.
   Other sources of data include Fountas and Pinnell levels and New York State Performance Task for math. 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 ¼ scoring Commanding and ¼ 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

At the beginning of the school year, as part of our cycles of Monday PLC’s, ENL team meets with the staff to discuss the ENL identification process, identify the ENL students in each class and share with teachers what the proficiency levels of each ENL students in their respective classes are. Once that information is provided to teachers, they can proceed with differentiating instruction according to the needs of students.

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**Part IV: ELL Programming**

**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. Using the flexible grouping model of instruction within each classroom, 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.**

   Through the dual language program, students receive ENL support using the integrated approach. 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. This is delivered using the alternating day model in which on one day students receive a full day of instruction in the core content areas in one language and on the next day they switch to the other language for a full day of instruction.
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; Kindergardeners 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?

   ENL students that speak Spanish are evaluated in their home language using Fountas and Pinnel in Spanish, Estrellitas and Go Math in Spanish. Speakers of other languages, for which assessment materials are available in print, who demonstrate proficiency in the home language are provided with translated versions as available. Having people on staff that speak Albanian, Bengali and Sonike has made evaluating students in their home language.

5. 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.

6. 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; students are provided with the required testing and instructional modifications. 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 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.

7. 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.

8. 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

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
None.

11. 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 SIOP model in every lesson plan-providing information to parents in multiple languages

12. 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
13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
- 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
- Co-teaching model involves staff from both schools
- School library is run between two staff members, one from each school and there is cross-articulation of needs and resources
- Campus meetings involving administrators from both teams occur on a monthly basis

16. 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.

17. What language electives are offered to ELLs?
Bedford Park Elementary School does not currently offer language electives.

18. 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 third grade using a 50:50 self contained model, alternating languages by day. Following this model one teacher teaches both languages in the same classroom using the alternate day model. 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.

**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 and non-pedagogic staff.) 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?

   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 intervisitations 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. The ELL coordinators then turnkey the information to the rest of the staff.

   During our Monday PLC’s the staff engages in study groups focusing on a range of topics which often include ENL topics. 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.

   This year the school will work with consultants from Pearson and RBERN to provide further professional development.

2. 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 inter visitations 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.
### 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. **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.**

### 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.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, CAROLYN HEREDIA, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
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<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>CAROLYN HEREDIA</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ELISABETH SISSON</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>DORCA ALVAREZ</td>
<td>Parent Coordinator</td>
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<tr>
<td>MELISSA LEUBNER</td>
<td>ENL/Bilingual Teacher</td>
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<td>SHALANA MORRIS</td>
<td>Parent</td>
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<tr>
<td>WILDAMIS CABRERA</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>JASMINE LINA</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>YAIRA RODRIGUEZ</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>MARIBEL HULLA</td>
<td>Superintendent</td>
<td></td>
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</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 10x077  
**School Name:** Bedford Park Elementary School  
**Superintendent:** Maribel Hull

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Dorca</td>
<td>Alvarez</td>
<td>Parent Coordinator</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
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<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>na</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

na

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters (monthly), event flyers (weekly), MOSL testing information (September),</td>
<td>MONTHLY</td>
<td>Tentative calendar of events for the 2018-19 school year is created in June 2018. Using this document flyers for each event are created ahead of time in English and Spanish. A staff member who speaks Bengali provides Bengali translations. The documents are also submitted to the translation unit to translate to Albanian.</td>
</tr>
<tr>
<td>parent-teacher conference announcement (four times a year)</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>progress reports (three times a year), report cards (three times a year)</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
Meeting Name | Month/Frequency of Meetings | How does your school plan to provide interpretation service(s)?
--- | --- | ---
Family Fair (September 2018), Curriculum Night (September 2018, four times a year) | | Staff member will translate
Parent Workshops (Bi-weekly), Parent-teacher conference (four times a year), bi weekly | | Staff member will translate.
Guidance Counselor and Attendance Teacher. as needed | | Translation unit hotline will be called. The number has been programmed to all office phones and training is provided every year.
IEP meetings, ESL meetings (as needed) as needed | | Translation unit hotline will be called. The number has been programmed to all office phones and training is provided every year.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency our school uses the Blackboard Communication system which translates materials.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Parent coordination as Language Coordinator will provide training and support every year.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)
- Translation signage

Parent events
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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