



# **THE RALPH BUNCHE SCHOOL**

**PS 125**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 05M125**  
**ADDRESS: 425 WEST 123<sup>RD</sup> STREET, NY, NY 10027**  
**TELEPHONE: 212-666-6400**  
**FAX: 212-749-1291**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 125      **SCHOOL NAME:** RAPLH BUNCHE

**SCHOOL ADDRESS:** 425 W123RD STREET, NEW YORK

**SCHOOL TELEPHONE:** 212-666-6400      **FAX:** 212-749-1291

**SCHOOL CONTACT PERSON:** RAFAELA ESPINAL      **EMAIL ADDRESS:** respina@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** ZENJA MURRELL

**PRINCIPAL:** RAFAELA ESPINAL

**UFT CHAPTER LEADER:** BENJY BLATMAN

**PARENTS' ASSOCIATION PRESIDENT:** MARLO Du BOULAY

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

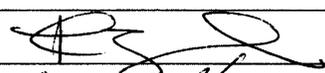
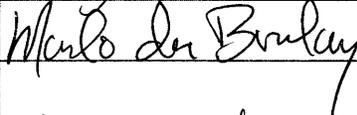
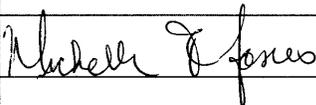
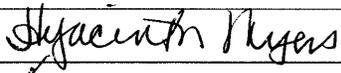
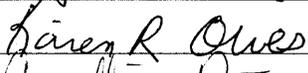
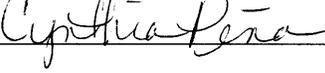
**DISTRICT:** 5      **CHILDREN FIRST NETWORK (CFN):** EMPOWERMENT

**NETWORK LEADER:** ALICE BROWN

**SUPERINTENDENT:** GAIL REEVES

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Rafaela Espinal	*Principal or Designee	
Benjy Blatman	*UFT Chapter Chairperson or Designee	
Marlo du Boulay	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
Michelle Jones	DC 37 Representative, if applicable	
N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
N/A	CBO Representative, if applicable	
Zenja Murrell	Member/UFT	
Donna Marhold	Member/UFT	
Ebony Damon	Member/Parent	
Hyacinth Myers	Member/Parent	
Karen Owes	Member/Parent	
Cynthia Pena	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The **Vision** of Public School 125 is to create a caring community of learners that values diversity, equity, and life-long learning. Through reflection and the sharing of ideas, teachers, parents, and staff work collaboratively to ensure that each individual achieves their fullest potential. We believe individuals learn best in a nurturing environment, through authentic learning experiences where language, culture, and individual differences are celebrated. We want to empower our students and are committed to ensuring all students achieve high levels of success by establishing clear expectations within a standards-based curriculum that strives for rigor in all aspects of teaching and learning.

The **Mission** of Public School 125 is to provide authentic learning experiences that foster the development of the "whole" child through a child centered environment, utilizing workshop model teaching, serving and supporting individual needs and learning styles. We are committed to building a caring community of learners working hard to excel. The entire school community works collaboratively to ensure all its members grow as learners.

The Ralph Bunche School P.S. 125, a trilingual school situated in Harlem, Manhattan is housed in a six-story structure with a swimming pool. The building houses a middle school and an adjacent charter school. The physical plant is well kept and adequate for the space needs of our students. Teachers, staff, students and parents work together to create a respectful and supportive place to learn and work. Our staff believes in and values the need to engage in continuous improvement. We identify problems and challenges discovered through data analysis and observation, and then apply solutions through plans of actions.

Our accountability system uses portfolios for monitoring and evaluating progress. Staff holds data binders while students develop learning portfolios. Financial resources are dedicated to support planning time for data analysis as evidenced in our Master School Schedule so that we learn, predict and plan from data. We align instruction to accelerate student learning, and guide our professional development. Monday's extended day session is devoted to inquiry team planning. All students engage in artistic pursuits through music and theater arts, culminating in two performances each year.

Each staff member was given a Netbook to allow to communication with staff through our ralphbuncheschool.org website. The Collaborative Coaching Tool (CCT) allows teachers and supervisors to collaborate on goals and performance. Teachers may access online data at anytime, assisting organizing data, planning, accountability and transparency. KidPace is used through 100 Book Challenge, and as an i-Zone school, we use Time to Know and Pearson Success Maker as well as the performance series Scantron Assessment allowing us to target student needs. As we continue to gather our energies around student achievement, our efforts are supported by a number of organizations.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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SEE NYCDOE WEBSITE

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### Overview of New York State Accountability Designation for 2009-2010

Based on the New York State Accountability and Overview Report (AOR) for 2008-2009, PS 125 was designated as a Restructuring Advanced Focused school in English Language Arts (ELA) for the 2009-2010 school year, under the New York State Differentiated Accountability system being implemented this current school year. However, PS 125 is in a holding pattern in ELA, having made adequate yearly progress (AYP) with all student subgroups for which it is accountable: All Students, Black or African American, Hispanic or Latino, Limited English Proficient/English Language Learners (LEP/ELL), Economically Disadvantaged and Students with Disabilities (SWDs). The performance index for each student subgroup in ELA is as follows: All Students (PI)= 154, African-American (PI)= 154, Hispanic (PI)= 151, SWDs (PI)= 114, LEP/ELL (PI) =139, Economically Disadvantaged (PI)= 154. If PS 125 makes AYP for another consecutive year with all student subgroups, including LEP/ELL and students with disabilities (SWDs) then the school will be removed from accountability status for ELA. While the data in ELA indicate that there are improvements in the overall performance of each student subgroup in ELA from 2007-2008 to 2008-2009, the performance of ELLs and SWDs are still areas of concern, since these are the most vulnerable populations and the gap analysis indicates that these two subgroups are performing far below the other student subgroups at PS 125. Students with Disabilities made Safe Harbor, based on the 2008-2009 AOR.

PS 125 continues to be designated with an accountability status of "In Good Standing" for mathematics, performing above their Effective Annual Measurable Objective (EAMO) in mathematics for each subgroup: All Student (PI) = 166, African-American (PI)= 162, Hispanic (PI)= 168, SWD (PI) = 126, LEP/ELL (PI) = 163, Economically Disadvantaged (PI) = 166.

In Science, PS 125 continues to have an accountability status of "In Good Standing." Each student subgroup exceeded the state standard of 100.

## Overview of Student Performance Trends in ELA, Math, Science and Social Studies

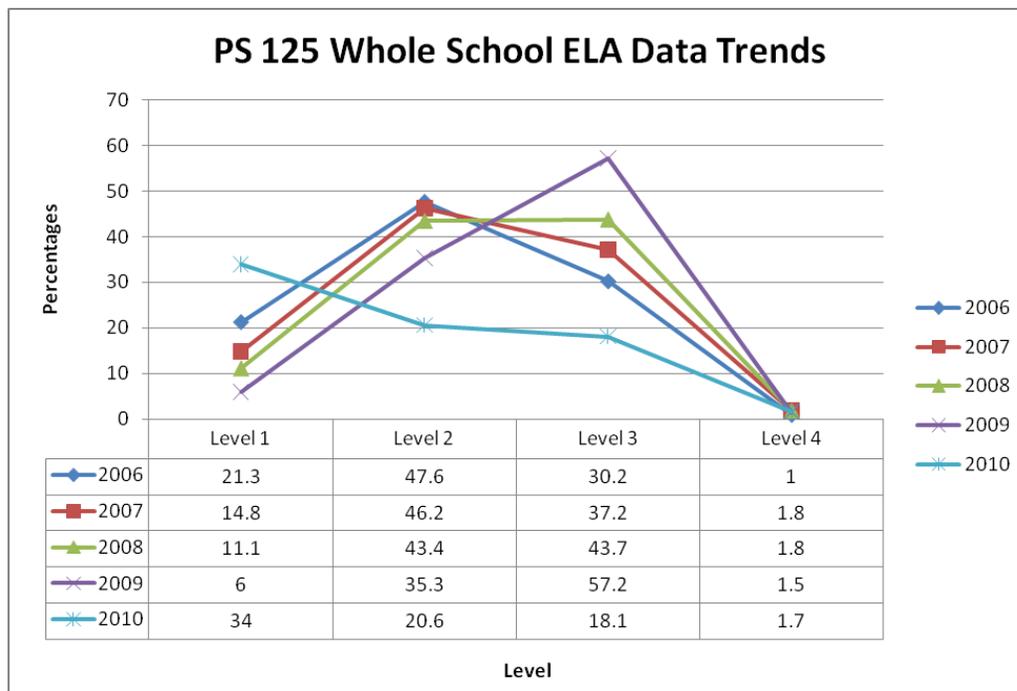
### ENGLISH LANGUAGE ARTS

ELA data trends indicate that further strategies need to be planned for grade levels K-5 and the sub groups: ELL, and students with Disabilities, in order to develop all students reading comprehension and writing skills.

Student performance when measured by the 2010 ELA Test shows a 39.1% decrease in the number of students who performed at Level 3 and a 0.2% increase in level 4.

As indicated on the School Progress Report:

- 66.0% of all students made one year's progress in ELA
- 79.5% of students in the school's lowest 1/3 students made at least one year of progress in ELA in 2010



### Most significant aids and/or barriers

- The introduction of systems, including uniform assessments and use of analyzing templates that promote teacher accountability, and differentiated instruction.
- The school continues to be on the list of schools in Need of Improvement in ELA

### Greatest Accomplishments

- The teachers are beginning to use performance based assessments such as portfolios
- Monthly common planning meetings with the ELA lead teacher and AUSSIE has improved collaborative planning and promoted a continuity of message across the grades.

## **Most significant Aids and Barriers**

### **Aids**

- AUSSIE consultant worked in school to guide teachers in their development of appropriate mini lessons
- Use of AIS and speech teachers to reinforce oral language instruction
- Appointment of literacy Lead Teacher

### **Barriers**

- The lack of teacher content knowledge is a factor that has a great impact on student performance.
- The inconsistency of the implementation of guided reading and small group work has a detrimental effect on student performance, specifically in regards to student comprehension and development of language skills.
- The collection of data does not translate into data driven instruction. There is no evidence that data is being analyzed, reflected on or used.

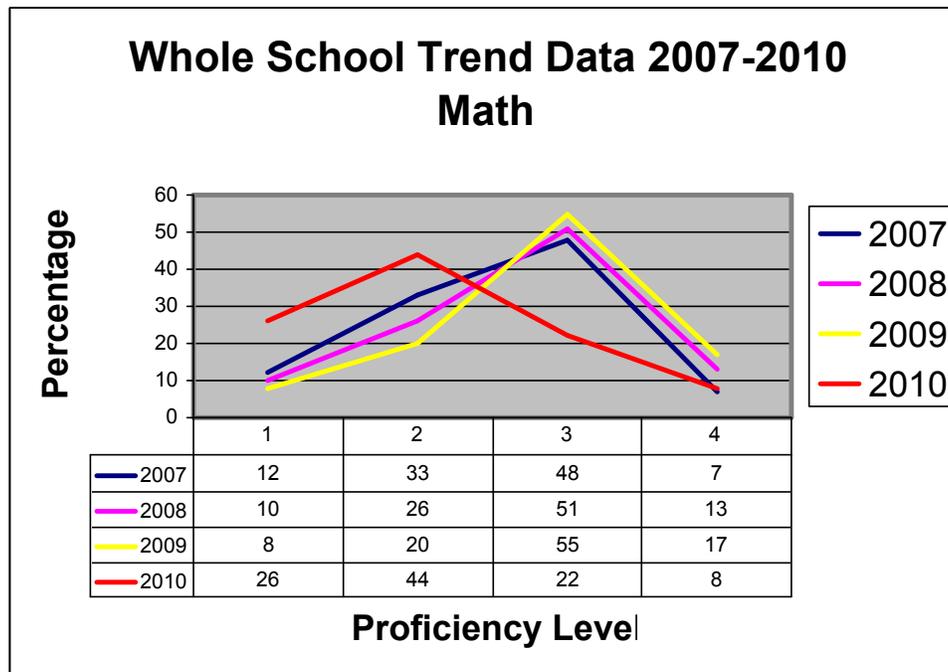
The primary goals in English Language Arts are to increase student achievement in grades 3-5, with a specific emphasis on our ELL and SWD populations, and increase the number of pupils making significant gains in grades K-2 on formative assessments. In order to achieve these goals, it is our objective to make our instructional program more focused and rigorous, using a Balanced Literacy approach. This will be accomplished by implementing independent reading during reading workshop and to help teachers understand that it is driven by ongoing authentic classroom assessment.

Teachers' understanding of how to utilize assessment tools to assess their readers must be developed. Professional development has to be geared to training teachers to evaluate the assessments and how to use them to personalize effective units of study and deliver instruction in an effective way that will teach literacy skills to students.

Teachers will be provided with more support in implementing Balanced Literacy and Readers and Writers Workshop to move away from using a predominantly basal approach to teaching reading. In this way, literacy instruction will be delivered in a more focused and comprehensive manner, and differentiated to support the diverse needs of our students. We will also focus on developing teachers' understanding of the leveled libraries and their function. We hope to develop functional and inviting leveled libraries, and provide teachers with the understanding of how to successfully match text to readers for all different purposes within Balanced Literacy and how to provide ongoing assessment, such as conferencing. Intensive focus and work on the whole classroom library is also very important to develop our learning community, therefore we have decided to invest in the 100 Book Challenge.

We want to make classroom libraries extensive and organized for greater accessibility to readers of all interest levels. Additionally, we will gear our professional development to supporting all teachers with understanding academic vocabulary to promote literacy skills with our ELL students and differentiating instruction across grade levels and content areas to support all students, including SWDs, in acquiring the necessary skills and competencies to achieve proficiency in the New York State standards.

## MATHEMATICS



### Math Trends

On the 2009 NYS mathematics assessment 31.4% of our students scored at level 3 and above. This drastic 42% decrease in student performance was due to the scale score widening in the level 2 range.

The following student growth took place as indicated by the 2009-2010 School Progress Report.

- 61.5% median growth percentile
- 72% median growth amongst the lowest third

Our exemplary proficiency gains consist of:

- 61.1% of ELLs
- 44.6% of the lowest third citywide
- 48.8% gain amongst self-contained/CTT/SETSS student

### Math Sub-Group Trends

- 0% of 3<sup>rd</sup> grade students with a disability scored at level 3 or above in 2010, a 79% decrease from 2009
- 4% of 4<sup>th</sup> grade students with a disability scored at level 3 or above in 2010, a 14% decrease from 2009
- 0% of 5<sup>th</sup> grade students with a disability scored at level 3 or above in 2010, a 42% decrease from 2009
- 0% of 3<sup>rd</sup> grade LEP students scored at level 3 or above in 2010, a 69% decrease from 2009
- 41% of 4<sup>th</sup> grade LEP students scored at level 3 or above in 2010, a 15% decrease from 2009
- 50% of 5<sup>th</sup> grade LEP students scored at level 3 or above in 2010, a 19% decrease from 2009

### Greatest Accomplishments

- The introduction of a math lead teacher has assisted teachers in becoming more familiar with the math curriculum.

- Teachers have become more familiar with the use of charts, math games and math word walls in their classrooms.
- The teachers are beginning to use performance based assessments such as portfolios
- Monthly common planning meetings with the math lead teacher has improved collaborative planning and promoted a continuity of message across the grades.
- A 'Math Night' function was held for parents and students with a focus on educating parents on aspects of the curriculum and the math program.
- The re-implementation of bilingual Spanish classes has had a positive growth effect on the performance of ELL students.

### **Most significant Aids and Barriers**

#### **Aids**

- Math lead teacher was able to meet with teachers on a consistent basis, giving teachers a 'go to' person for questions and/or difficulties.
- The math lead teacher was able to foster math within the school, promoting its importance on a regular basis.
- The school purchased supplemental materials for after-school program.
- Having many teachers stay on the same grade level for consecutive years fostered a high level of understanding of the math curriculum at specific grade levels.
- The school is using the Everyday Mathematics online assessment tool to assess student's progress
- Students are using the Everyday Mathematics online games in and out of school to review concepts and skills
- Teachers meet regularly to analyze student data from the Everyday Mathematics online assessment tool and online games
- Teachers differentiate instruction by using data from the EDM online assessment tool along with Scantron's Performance Series data

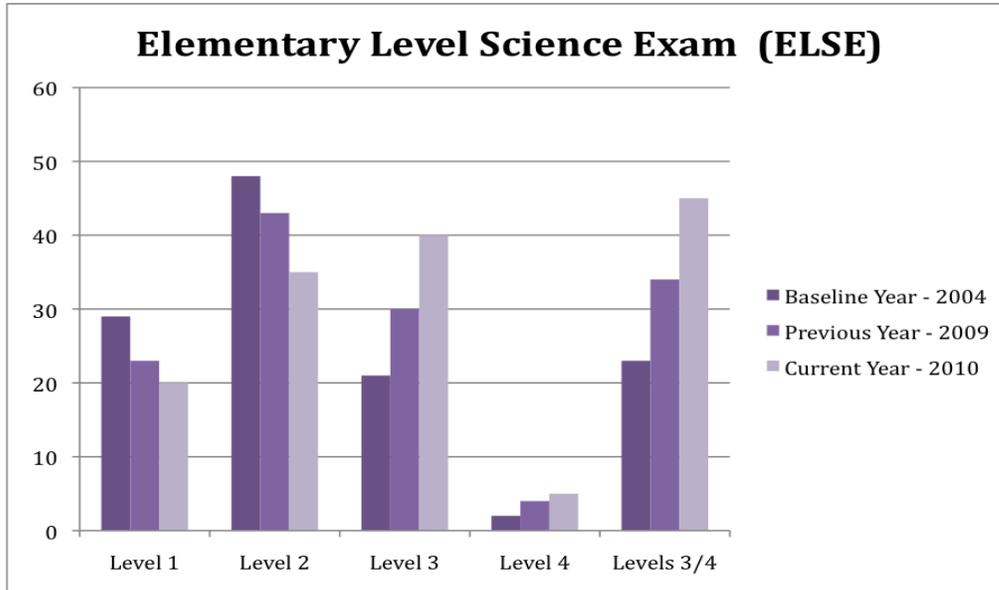
#### **Barriers**

- The lack of teacher content knowledge is a factor that has a great impact on student performance.
- The inconsistency of the implementation of the math program has a detrimental effect on student performance, specifically in regards to pacing – the students are often not introduced to necessary topics.
- Teacher's need more training in using technology to supplement and create rigorous lessons that would engage students, e.g. the use of the smartboard, particularly ELLs and SWDs

## SCIENCE

The current version (format) of the New York State Elementary Science Exam (ELSE) has been administered since Spring 2004. For our statistical purposes, 2004 is considered the baseline year.

### Summary of Data – Analysis/Findings



#### TOTAL POPULATION (percentage of students)

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4
<b>Baseline Year - 2004</b>	<b>29</b>	<b>48</b>	<b>21</b>	<b>2</b>	<b>23</b>
<b>Previous Year - 2009</b>	<b>23</b>	<b>43</b>	<b>30</b>	<b>4</b>	<b>34</b>
<b>Current Year - 2010</b>	<b>20</b>	<b>35</b>	<b>40</b>	<b>5</b>	<b>45</b>

#### GENERAL EDUCATION (percentage of students)

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4
<b>Baseline Year - 2004</b>	<b>23</b>	<b>51</b>	<b>23</b>	<b>3</b>	<b>26</b>
<b>Previous Year - 2009</b>	<b>14</b>	<b>42</b>	<b>38</b>	<b>6</b>	<b>44</b>
<b>Current Year - 2010</b>	<b>14</b>	<b>31</b>	<b>48</b>	<b>7</b>	<b>55</b>

#### STUDENTS WITH DISABILITIES (SWD) (percentage of students)

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4
<b>Baseline Year - 2004</b>	<b>54</b>	<b>38</b>	<b>8</b>	<b>0</b>	<b>8</b>
<b>Previous Year - 2009</b>	<b>50</b>	<b>42</b>	<b>8</b>	<b>0</b>	<b>8</b>
<b>Current Year - 2010</b>	<b>36</b>	<b>46</b>	<b>18</b>	<b>0</b>	<b>18</b>

#### ENGLISH LANGUAGE LEARNERS (ELL) (percentage of students)

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4
<b>Baseline Year - 2004</b>	<b>10</b>	<b>59</b>	<b>28</b>	<b>3</b>	<b>31</b>
<b>Previous Year - 2009</b>	<b>25</b>	<b>44</b>	<b>25</b>	<b>6</b>	<b>31</b>
<b>Current Year - 2010</b>	<b>27</b>	<b>53</b>	<b>13</b>	<b>7</b>	<b>20</b>

For the years 2004-2010, the Ralph Bunche School has consistently met its AYP in science and qualified for Safe Harbor status. The data shows decrease in students not meeting standards (Levels 1&2). The data also indicates that the percentage of students meeting or exceeding the standards (Levels 3&4) for the *Total Student Population* has almost doubled. *General Education* and the SWD *subgroups* have *more than* doubled since the baseline year. There has been significant improvement in students meeting or exceeding the standards made from the previous to the current year as well.

The school's current area of need is in ELA for the SWD and ELL subgroups.

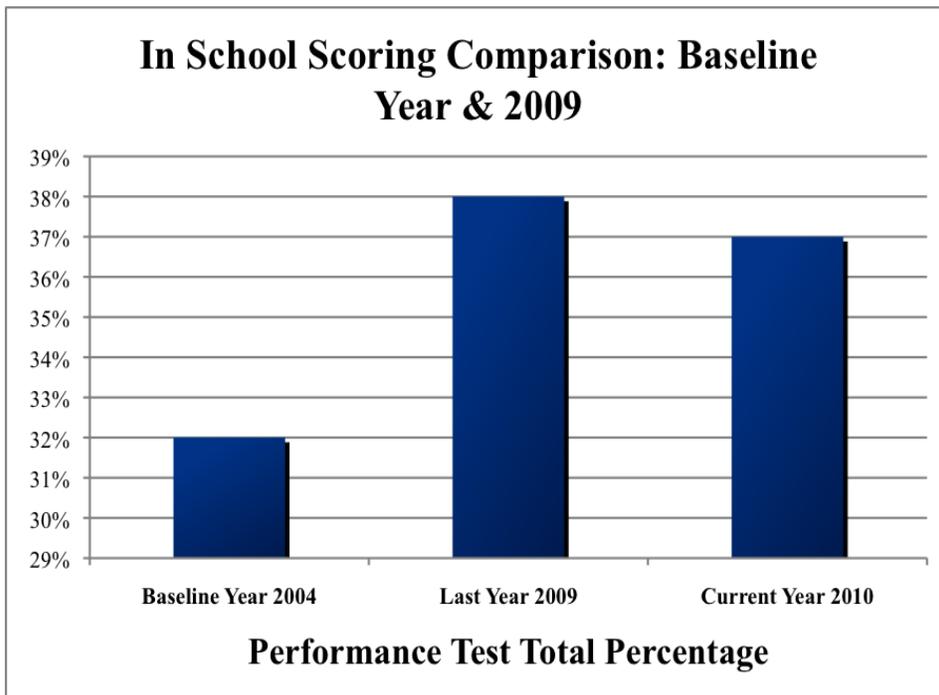
While we have, in the 2010 school year, shown growth in the number of SWDs meeting/exceeding standards, the SWD subgroup remains problematic in the assessment process. Each group of students has different disabilities and the testing modifications are different for each student and in each year of testing. The Ralph Bunche School has a large percentage of 'tested' students with disabilities; for the Spring 2010 testing period 27% of our tested fourth grade students had IEPs. While our Restructuring Plan called for the reduction in students with IEPs, it reduced the number of self-contained Special Education Classes and increased the total number of students with IEPs.

The ELL students have shown a decrease in meeting the standards. Based upon previous data, the downward trend stems from changes that were instituted by the school's previous administration (Summer 2006-Spring 2009). That administration eliminated all bilingual programs in the testing grades prompting the current data. The current administration starting in 2009-2010 SY, assessed the data, programs and budget. The administration has been working diligently to repair the inherited damage to improve instruction to ELLs while maintaining/improving instruction to all.

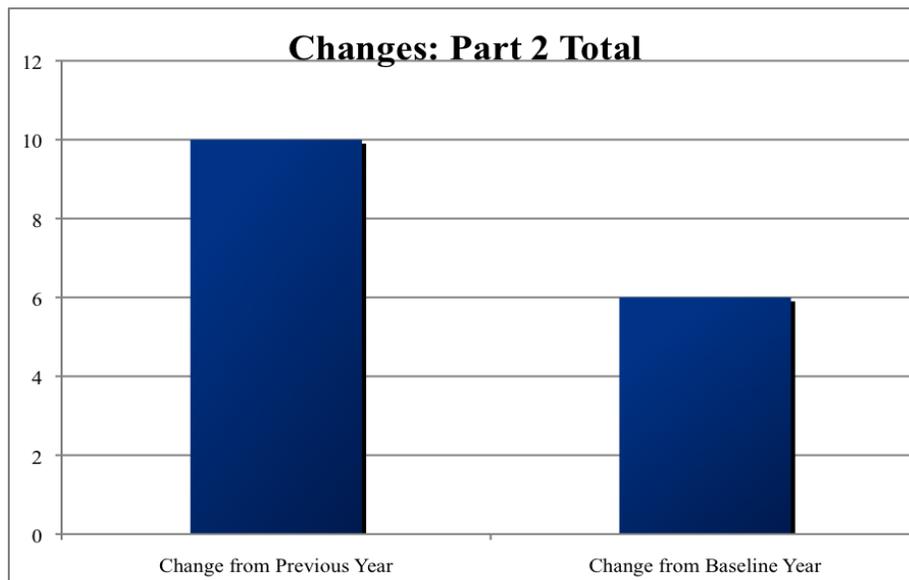
The general overall improvement seen may also, in part, be attributed to the introduction of the NYC Scope and Sequence. The Scope and Sequence had unified the NYS science curriculum into grade level standards.

As part of the city's effort to unify and improve science citywide, the DOE has included materials for science as part of the Core Curriculum. Each classroom received one science module for each of the 4 units of study (3 units of study in grades K-2). These materials have been phased in over a 3-year period, completed during the 2008-2009 SY. To assist with planning for each of these units, the science department, in conjunction with the individual publishers, has created comprehensive planning guides to assist teachers in remaining "on-task". The 2009 and 2010 results show, as compared to the baseline year, the improvement that the Scope and Sequence and materials, in concert with effective classroom instruction, were intended to provide.

While the data shows improvement, the school feels that it is incomplete. We use the in-school scoring of Part 2 and the Performance Test of the ELSE as additional data to support and improve instruction. This analysis helps the school pinpoint the specific skills and concepts where students showed stagnant or negative growth as well as enhancing instruction in areas that demonstrate student growth.



The Performance Test, which remains a secure test, had been administered yearly. The questions are the same and can be used to provide a clear picture of the students' skills and the effectiveness of science instruction. This data supports the TOTAL ELSE data. The school has made significant data from the baseline year. The decrease of 1% can be attributed to the 27% of the students tested being SWD in 2010. The Performance Test is a written test and computational test requiring observation, analysis and conclusion. These are not multiple-choice responses.



The data from Part 2 of the ELSE supports the TOTAL ELSE data. The school has made significant data from the baseline year and from the previous year.

Based upon teacher surveys, administrative walk-throughs and observations (formal and informal), the greatest need of the teacher is meaningful professional development. Classroom teachers seem

to be moving slowly toward full utilization of the materials. This may be due to fear, frustration, and lack of training in using the materials and concepts or classroom management during inquiry activities. Teachers also need to understand the opportunities to integrate literacy and math skills easily into a science lesson. In order to meet the needs of the teachers to be able to instruct the students using best practices, and to allow teachers to learn content and necessary skills, the school has a science specialist to respond to teacher concerns regarding concepts and cooperative grouping management skills. The specialist also provides on-site support in the use and management of materials.

The school schedule is set up to allow the classroom teachers to have the state recommended number of periods for science. The science cluster teaches science enrichment and AIS as well as providing in school professional development.

## **SOCIAL STUDIES**

### **The Social Studies goal is**

-To implement a social studies curriculum that will equip students in grades Pre-K-5 with the necessary knowledge and skills to perform well during the 5<sup>th</sup> grade November social Studies Test.

### **Strategic Objectives:**

- To upgrade the Social Studies lab
- To promote the teaching of Social Studies in the classrooms
- To encourage report writing in the area of Social Studies
- To enhance the Social Studies' classroom libraries.

### **School wide Greatest Accomplishments at PS 125:**

Based on the New York City Quality Review Report for 2009-2010, there are several notable accomplishments of which PS 125 is proud. Using school resources to lower class size, retain extra staff for push-in/pull-out services and before/after-school tutorials, and purchase the services of literacy and math consultants to train staff in using the workshop model to engage students.

Teachers' schedules enable them to meet in teams each week to share best practices and develop strategies, such as using graphic organizers to expand students' critical thinking skills, to better meet student needs. Teachers hold themselves accountable for their students through student data and administrative feedback, resulting in increased outcomes.

Establishment of a unified team to create a calm, respectful, and orderly environment for learning is beginning to take place.

Core values are emphasized on a daily basis to develop high levels of respect and responsibility. School wide gatherings take place each morning where respect and recognition of members of the community are publicly modeled.

Gathering a wide range of relevant data across all subjects to understand individual and subgroup performance, progress and learning needs.

Teachers, individually and in teams, examine a wide range of classroom data such as running records, math and literacy benchmark achievement, and conferring notes, to identify student strengths and weaknesses. This information is used well to differentiate instruction and adjust curricula to better meet student needs.

Results are analyzed and interim assessment data used to identify individual and subgroup areas of need. Teachers are able to design suitable programs, including before and after-school, individualized, and small group activities that accelerate learning. Teachers also utilize daily assessment activities, such as exit slips in all subjects, to monitor teaching efficacy and adjust teaching practices.

Classroom teachers and support staff work with English language learners, special education students, and lower performing students in smaller settings both in and out of the classrooms, utilizing differentiated instruction techniques that enable students to meet their long- and short- term goals.

The school's guidance practices and partnerships support students and their families in continual learning and promote students' personal growth and development.

The school enjoys numerous partnerships with outside agencies that support students' social-emotional well being. Anti-bullying rallies, and training for staff and students by a child abuse puppeteer in prevention and reporting, contributes to a safe and respectful environment. Daily school-wide morning meetings and Friday assemblies publically recognize students' successes and achievements leading to the building of self-esteem.

All teachers meet each week, sometimes for double periods, to conduct collaborative inquiry work on grade-level teams, resulting in an increase of purposeful and explicit teaching as evidenced by rigorous student work products and data results.

Teacher team leaders are part of the principal's cabinet and represent all subject and pedagogical constituencies. They meet with administration weekly in a highly engaging fashion to share information, discuss suitable adjustments to classroom practice, and provide relevant resources and support. This arrangement builds collaboration and develops leadership skills in motivating teachers, as well as improving standards.

The principal interviews teachers, studies class data, and conducts observations to strategically match teacher assignments to school and student needs. This ongoing practice enabled organizational refinement as evidenced by mid-year adjustments to co-teacher team members.

An increase in upper-grade English language learners caused the school to evaluate current curriculum practices in light of student needs.

### **Areas that Need to be improved upon at PS 125**

Extend the practice of disaggregating all content area data to every grade level to enhance instruction and student outcomes.

Benchmark assessments in science and social studies are used in the upper grades to analyze content area skills and form groups based upon identified deficiency areas. While these assessments identify trends in the upper grades, and are accessible for making instructional decisions, they are not administered in the lower grades indicating an inconsistency of practice and an uneven use of grade-level data to analyze student performance.

Extend and refine action planning to include interim benchmarks for all school goals in order to monitor and expedite revisions to maximize teaching and learning.

Teacher teams establish specific measureable benchmarks for their action plans in literacy and math, but not in other content areas. School action plans generally use percentage-based target gains in most areas as the overall annual goal, and examine interim data during the year without setting a specific benchmark to measure on-going success. This inconsistency in practice weakens long-term planning and limits the transparency needed to develop staff ownership and monitor progress towards reaching the goals.

Provide additional supports to increase family participation and parental decision-making to strengthen community involvement.

The principal strategically reaches out to parents through written communications and orally during assemblies, meetings, and school activities.

The school welcomes community involvement and provides fun activities like carnivals and pool parties to encourage participation. However, childcare and leadership workshops are not yet an embedded practice thus limiting higher levels of familial involvement.

**Barriers to Continuous School Improvement:**

Over the past 4 years PS 125 has had several principals; therefore instability in leadership is a causal factor for the persistent failure of specific student subgroups in meeting challenging state standards. Additionally there have been programmatic changes that have significantly impacted teacher instruction and student learning.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**By June 2011, to build a collaborative, student centered, collegial professional learning community and rebuild relationships with outside organizations to make our school community strong, joyful and child-centered as measured by an increase of 10% participation by students, staff and parents in community events. We will continue to grow together as a collaborative community of leaders, teachers, parents, and staff assessing our work, making decisions, planning and implementing systems, celebrations and traditions to support student achievement.**

Annual student attendance will increase to 92%.

- ❖ School Environment score will increase as measured by the Learning Environment Survey and the number of referrals to the SAVE room and suspensions will decrease.
- ❖ Increase opportunities for reporting student progress to parents and receiving information about students from parents.
- ❖ Strengthening our students' participation in a variety of subject areas by increasing opportunities to participate in enrichment activities including: visual arts, drama, and music to support individual learning needs in all core subjects.
- ❖ Increasing participation of students, staff and families in school-wide activities.
- ❖ Further develop existing school-wide PreK-5 curriculum maps to include other core subjects like physical education, visual arts and music.

**ELA GOAL 1:** By June 2011, to increase student achievement in ELA by 2% (specifically for SWDs and ELLs) as measured by the NYS ELA assessment in grades 3-5. To ensure and begin to gather data in grades PreK-2 using formative assessment and make our instructional program more focused and rigorous.

**ELA GOAL 2:** To provide standards-based Balanced Literacy instructional experiences in a majority (85%) of ELA classes to ensure that ELL and Special Needs students improve student performance and meet New York State ELA standards by June 2011 as measured by the NYS ELA assessment in grades 3-5.

**Math GOAL 3:** To implement a mathematics program that will embody New York State Content and Process Strands, resulting in a 5% increase in the percentage of students across all subgroups showing thorough and superior understanding of mathematics (levels 3 and 4) by June 2011.

**Science Goal 4:** To implement the NYS science curriculum by using an inquiry instructional approach, integrating thinking and process skills thereby increasing the number of students (including ELLs and SWDs) meeting the standards on the elementary level science examination by 5% as measured by the New York State Spring 2011 Science assessment.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** LITERACY

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 1:</b> By June 2011, to increase student achievement in ELA by 2% (specifically for SWDs and ELLs) as measured by the NYS ELA assessment in grades 3-5. To ensure and begin to gather data in grades PreK-2 using formative assessment and make our instructional program more focused and rigorous.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Use of Data:</b></p> <ul style="list-style-type: none"> <li>- Develop a system of using a variety of formal and informal assessments in reading and writing throughout the year to identify student strengths and areas for improvement in order to set goals, plan interventions, and establish guided groups in grades K-5.</li> </ul> <p><b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept- Dec 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Implement periodic reading writing assessments K-5 using rubrics. <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept 2010- June 2011</li> <li>- Use testing and analysis of ACUITY, and other ongoing assessments to identify student needs and plan data driven instruction. <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept 2010- June 2011</li> <li>- Develop teacher knowledge focused on improving classroom practice for all teachers through professional development related to literacy education, current approaches to teaching and learning strategies. <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept 2010- June 2011</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Funding:</u></b></p> <ul style="list-style-type: none"> <li>- Utilize funds to purchase consultancy days for Professional Development support (<b>Title 1</b>)</li> <li>- Professional reading materials in ELA strategies (<b>TL Fair Student Funding</b>)</li> <li>- Professional development for teacher leaders (and/or coaches) and teachers (<b>FSF, Title I</b>)</li> <li>- Reduction of class sizes to facilitate teacher learning</li> <li>- Allocate funds for professional development (professional texts, videos, workshops, etc.) that will provide staff with necessary understandings and skills to accomplish our goal). Rebuilding classroom libraries by concentrating the use of funds.</li> </ul> <p><b>(Title I, Fair Student Funding, C4E)</b></p> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>- School wide schedule for Assessment and Data centered grade meetings created.</li> <li>- Contract with a consultant finalized.</li> <li>- System for support services developed by team leaders and AP</li> <li>- Testing calendar will be created and assessments administered according to testing calendar.</li> <li>- All members of subgroups will be identified.</li> <li>- Identify targets for school-wide progress and individual targets in ELA and math.</li> <li>- Assessments will be administered according to a testing calendar:</li> </ul>
	<p><b><u>Periodic Review</u></b></p> <ul style="list-style-type: none"> <li>• Monthly record of book levels.</li> <li>• Monthly collection and analysis of comprehension and fluency rubrics</li> <li>• Monthly collection and analysis of writing rubrics</li> <li>• Weekly 90 minute grade meetings and professional development around student work, goal setting based on data analysis, reflections and cyclical planning</li> <li>• Through teacher PD/Assessment processes interim progress towards meeting goals will be reviewed and action plans adjusted and modified as needs be.</li> </ul> <p><b><u>Projected gains</u></b></p> <ul style="list-style-type: none"> <li>• Evidence of increase in book levels as indicated on running records and comprehension fluency rubrics</li> <li>• Instruments of measures will include running records, Fountas and Pinnell’s benchmark system, reading and writing rubrics.</li> <li>• Increase the number of students performing at grade level in ELA by 8% in 2011 through continued implementation of the New York State English Language Arts Standards in the reading and writing curriculum in grades K-5 which will allow for teachers to assess, set goals and differentiate instruction for all students K-5 leading to higher achievement on the ELA in grades 3 – 5.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2:</b> To provide standards-based Balanced Literacy instructional experiences in a majority (85%) of ELA classes to ensure that ELL and Special Needs students improve student performance and meet New York State ELA standards by June 2011 as measured by the NYS ELA assessment in grades 3-5.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data:</b></p> <ul style="list-style-type: none"> <li>- Analysis of data from reading and writing assessments, periodic assessments, and student work to develop goals for individual student, class, and grade level (K-5) <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept- June 2011</li> <li>- Use daily independent writing and reading using conferring and reading records as forms of assessment. <b>Responsibility:</b> Classroom teachers <b>Time Frame:</b> Sept- June 2011</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Implement and refine components of Balanced Literacy (reading, writing and accountable conversations) and use Teachers’ College Units of Study and Pacing Calendar in the workshop model in all classrooms with continuous monitoring from the administration and support from coaching and consultancy staff. <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP; classroom teachers <b>Time Frame:</b> Sept- June 2010</li> <li>- Maintain uninterrupted daily blocks of instruction of 90 minutes during which push-in AIS support will be provided for all grades. <b>Responsibility:</b> Principal; Lead Teacher; AP <b>Time Frame:</b> Sept- Dec 2010</li> <li>- Availability of and utilization of numerous texts leveled at the appropriate gradients along the continuum in order to accelerate students’ reading levels by investing in American Reading Company 100 Book Challenge with Title I funds. <b>Responsibility:</b> Principal <b>Time Frame:</b> Nov- Dec Sept- June 2011</li> <li>- Distribute additional leveled books and book club materials for all classrooms and establish a community book room for literature to support units of study and link instruction to leveled libraries (appropriate fiction and non-fiction) providing access to take-home reading materials for all grades. <b>Responsibility:</b> Principal Parent Coordinator <b>Time Frame:</b> Nov- Feb 2011</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide substantial time for students to read independently across all grades throughout each day and strengthen (through data-driven planning) the intensity and effectiveness of all the reading components including guided reading and analysis of running records for decision making. <b>Responsibility:</b> Lead Teacher; Classroom teachers <b>Time Frame:</b> Sept- June 2011</li> <li>- Teachers given opportunities for inter-visitations to observe best practices in literacy instruction <b>Responsibility:</b> Principal <b>Time Frame:</b> Sept- May 2011</li> <li>- Use of <i>Month by Month</i> phonics and/or <i>Words Their Way</i> budget permitting <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept- June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>- Utilize funds to purchase consultancy days for Professional Development support (<b>Title I</b>)</li> <li>- Professional reading materials in ELA strategies</li> <li>- Professional development for leaders and teachers (<b>C4E, Tax Levy Lead Teacher, FSF</b>)</li> <li>- Allocate funds for professional development (professional texts, videos, workshops, etc.) that will provide staff with necessary understandings and skills to accomplish our goal). Rebuilding classroom libraries by concentrating the use of funds. (<b>Tax Levy FSF, Children First</b> )</li> </ul> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>- Build collaboration and initiate monthly meetings with literacy consultants to develop all students' reading strategies and improve reading comprehension in ELA and mathematics.</li> <li>- Further develop teacher knowledge as a way of improving classroom practice for all teachers by actively participating in professional development related to literacy education, current approaches to teaching and learning strategies.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Periodic Review</b></p> <ul style="list-style-type: none"> <li>• Monthly record of book levels.</li> <li>• Monthly collection and analysis of comprehension and fluency rubrics</li> <li>• Monthly collection and analysis of writing rubrics</li> <li>• Weekly 90 minute grade meetings and professional development around student work, goal setting based on data analysis, reflections and cyclical planning</li> <li>• Through teacher PD/Assessment processes interim progress towards meeting goals will be reviewed and action plans adjusted and modified as needs be.</li> </ul>

	<p><b><u>Projected gains</u></b></p> <ul style="list-style-type: none"> <li>• Increase of 1 letter grade according to Fountas and Pinnell leveling system per month in grades K-2</li> <li>• Evidence of increase in book levels as indicated on running records and comprehension fluency rubrics</li> <li>• Instruments of measures will include running records, Fountas and Pinnell’s benchmark system, reading and writing rubrics.</li> </ul> <p>- Increase the number of students performing at grade level in ELA by 8% in 2011 through continued implementation of the New York State English Language Arts Standards in the reading and writing curriculum in grades K-5 which will allow for teachers to assess, set goals and differentiate instruction for all students K-5 leading to higher achievement on the ELA in grades 3 – 5.</p>
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**Subject/Area (where relevant):** MATHEMATICS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> To implement a mathematics program that will embody New York State Content and Process Strands, resulting in a 5% increase in the percentage of students across all subgroups showing thorough and superior understanding of mathematics (levels 3 and 4).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Use of Data:</u></b></p> <ul style="list-style-type: none"> <li>- Develop a system of using a variety of formal and informal assessments in math throughout the year to identify student strengths and areas for improvement in order to set goals, plan interventions, and enable focused planning, and creating targeted groups <b><u>Responsibility:</u></b> Lead Teacher; AUSSIE Consultants; AP <b><u>Time Frame:</u></b> Sept- Dec 2010</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>- Implement a comprehensive assessment program which includes written, oral and portfolio assessment pieces. <b><u>Responsibility:</u></b> Lead Teacher; AUSSIE Consultants; AP <b><u>Time Frame:</u></b> Sept 2010- June 2011</li> <li>- Use testing and analysis of ACUITY, and other ongoing assessments to identify student needs and plan data driven instruction. <b><u>Responsibility:</u></b> Lead Teacher; AUSSIE Consultants; AP <b><u>Time Frame:</u></b> Sept 2010- June 2011</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop teacher knowledge focused on improving classroom practice for all teachers through professional development related to math, current approaches to teaching and learning strategies. <b>Responsibility:</b> Lead Teacher; AUSSIE Consultants; AP <b>Time Frame:</b> Sept 2010- June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>- Utilize funds to purchase consultancy days for Professional Development support (<b>Title I</b>)</li> <li>- Professional reading materials in mathematical thinking (<b>Fair Student Funding</b>)</li> <li>- Professional development for leaders and teachers</li> <li>- Reduction of class sizes to facilitate teacher learning</li> <li>- Allocate funds for professional development (professional texts, videos, workshops, etc.) that will provide staff with necessary understandings and skills to accomplish our goal).</li> </ul> <p><b>Tax Levy Lead Teacher, FSF, Title I</b> for all the above</p> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>- School wide schedule for Assessment and Data centered grade meetings created.</li> <li>- Contract with a consultant finalized.</li> <li>- System for support services developed by team leaders and AP.</li> <li>- All members of subgroups will be identified.</li> <li>- Identify targets for school-wide progress and individual targets in ELA and math.</li> <li>- Assessments will be administered according to a testing calendar:</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Periodic Review</b></p> <ul style="list-style-type: none"> <li>• Monthly record of EDM unit tests</li> <li>• Monthly collection and analysis of data based on EDM data</li> <li>• Weekly 90 minute grade meetings and professional development around student work, goal setting based on data analysis, reflections and cyclical planning</li> <li>• Through teacher PD/Assessment processes interim progress towards meeting goals will be reviewed and action plans adjusted and modified as needs be.</li> </ul> <p><b>Projected gains</b></p> <ul style="list-style-type: none"> <li>• Evidence of increase in student achievement of unit tests</li> <li>• Instruments of measures will include Everyday math test, conferring notes</li> </ul> <ul style="list-style-type: none"> <li>- Increase the number of students performing at grade level in math by 8% in 2011 through continued implementation of the Everyday Math program in grades K-5 which will allow for teachers to assess, set goals and differentiate instruction for all students thus leading to higher</li> </ul>

achievement on the math in grades 3 – 5.

**Subject/Area (where relevant):** SCIENCE- All students

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4:</b> To implement the NYS science curriculum by using an inquiry instructional approach, integrating thinking and process skills thereby increasing the number of students (including ELLs and SWDs) meeting the standards on the elementary level science examination by 5% as measured by the New York State Spring 2011 Science assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data:</b></p> <ul style="list-style-type: none"> <li>- Develop a system of using a variety of formal and informal assessments in science <b>Responsibility:</b> Science Cluster Teacher <b>Time Frame:</b> Dec 2010 – Jan 2011</li> <li>- Student will be targeted for these intervention services based the benchmark assessments administered and the NYS 4<sup>th</sup> grade assessment from last school-year</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Classroom teachers implement of the New York State Science curriculum. <b>Responsibility:</b> Classroom teachers <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Developing and maintaining a “model Science Lab,” to showcase “Best Instructional Practices,” in this academic area. <b>Responsibility:</b> Science Cluster teacher <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Classroom teachers of grades K-5 (including all General Education Students, Special Needs - Students with IEPS and ELL Students) provided with 4 unit specific science modules (3-5) and 3 units K-2 that employ inquiry and content skills. <b>Responsibility:</b> Classroom teachers <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Identified students will receive enrichment instruction provided by the Science Enrichment Teacher in the Science lab. <b>Responsibility:</b> Science Cluster teacher <b>Time Frames:</b> Sept 2010- June 2011</li> </ul>

	<ul style="list-style-type: none"> <li>- Professional development sessions to all classroom teachers to support the implementation our hands-on science curriculum <b>Responsibility:</b> Science Cluster teacher <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Math/Science team will have the opportunity to attend professional development activities conducted by specialized organizations <b>Responsibility:</b> Math/Science team <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Increase our partnership with specialized organizations to support the development of our science curriculum <b>Responsibility:</b> Science Cluster teacher <b>Time Frames:</b> Sept 2010- June 2011</li> <li>- Implement a Science after school program for grade 4 students <b>Responsibility:</b> Science Cluster Teacher <b>Time Frame:</b> April 2011</li> <li>- The extended day sessions will focus on Science <b>Responsibility:</b> Science Cluster Teacher &amp; extended Day teachers <b>Time Frame:</b> April- June 2011</li> <li>- Whole school science fair <b>Responsibility:</b> Science Team <b>Time Frame:</b> June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding: NYSTL</b></p> <ul style="list-style-type: none"> <li>- Adopt the Kit-Based Core Curriculum Science materials model (FOSS-DSM) The Core Curriculum modules will be ordered early in the year <b>NYSTL</b></li> <li>- The classrooms will be equipped with ancillary science libraries to support the implementation of the science units of study. <b>NYSTL</b></li> </ul> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>- The school schedule will continue to provide the state recommended number of teaching periods/week to students in grades K through 5 including (all General Education Students, Special Needs- Students with IEPs and ELL Students).</li> <li>- In addition, grade 3 and 4 classes will be scheduled to attend the Science lab for, minimally, two 50-minute periods weekly.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<p><b>Periodic Review</b></p> <ul style="list-style-type: none"> <li>• End of unit analysis of student achievement</li> <li>• Cluster teacher providing data to classroom teachers for use in development of</li> </ul>

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

classroom based programs

- Through teacher assessment interim progress towards meeting goals will be reviewed and action plans adjusted and modified as needs be.

**Projected gains**

- Evidence of increase in student achievement of unit
- Instruments of measures will include unit tests, anecdotal notes

Increasing the number of students (including ELLs and SWDs) meeting the standards on the elementary level science examination by 5% as measured by the New York State Spring 2011 Science assessment.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	2			2	0	2	1
1	6	4			1	0	2	3
2	8	5			9	0	3	0
3	2	10			9	0	5	9
4	8	13	20	21	12	0	6	11
5	10	30	23	27	12	0	7	12
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Our AIS specialists push in/ pull out students at-risk throughout the day 5x a week for 30 minutes of strategic instruction.</li> <li>• All K-5<sup>th</sup> teachers are using scaffolding strategies to address the needs of our students during the school day. During the literacy block teachers engage in Guided Reading, Strategy lessons, word work, and interactive writing 5 X a week.</li> <li>• We have utilized funds to reduce classroom size in K-5<sup>th</sup> grades; in order to provide individualized instruction.</li> <li>• In grades 2/3 the Pearson Program is utilized; in grade 4, Time to Know, both programs are interactive technology-based. Both programs provide individualized, differentiated instruction as well as enrichment and advanced learning activities.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Provide 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students intervention in Mathematics using Every Day Math Supplement using small group instruction and Targeted groupings for Extended Day 3X a week.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• As a part of intervention, content-based reading is being used with 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade through Non-fiction units in reading and writing. The science enrichment teacher provides at least one period a week of hands-on inquiry based sessions for pre-K, K, 1, 2, 3, and 5<sup>th</sup> grade. Fourth graders are provided with four weekly sessions in preparation for the science assessment in May.</li> </ul>
<b>Social Studies:</b>	Although social studies is integrated in our reading and writing curriculum, students from Pre-k thru 5 <sup>th</sup> grade are provided with at least one period a week of social studies enrichment.
<b>At-risk Services Provided by the Guidance Counselor:</b>	At-risk counseling is provided by certified guidance counselor and social workers provide individual and small group sessions during the school day.

<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist does not service at risk students. She leads the SBST team and supports teachers in the intervention process before referrals are made.
<b>At-risk Services Provided by the Social Worker:</b>	Two Social Workers provide services to at risk students through a small group setting and/or one to one, (depending on the individual student's need).
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• At-risk health classes and support is provided by the school nurse as deemed necessary to small groups of students during the school day.</li> <li>• Occupational therapy and speech and language therapy are provided based on mandated services.</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) PreK- 5                      Number of Students to be Served: 36    LEP 201    Non-LEP

Number of Teachers 26    Other Staff (Specify) 4 Para professionals; 1 Guidance Counselor; 1 Speech Therapist 1 Occupational Therapist; 1 Psychologist; 1 Social Worker; 1 School Aide; 1 Nurse

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **A. Language Allocation Policy Team Composition**

The Language Allocation Team for the Ralph Bunche School, P.S.125, in District 5, Manhattan, consists of the key members of the school community. On the administrative level are the Principal Rafaela Espinal, and the Assistant Principal, Michelle King. The educational members of the team are Joel Rivera- Math Lead Teacher, Esther Williams - Literacy Lead Teacher, First, Enid Rodriguez-Dual Language Spanish Pre-K, Evelyn Nunez-Dual Language Spanish K, Daniel Antonelli-French Heritage Teacher, Mirielle Samson-Guidance Counselor, and Valerie Henry-ESL Teacher.

### **B. Teacher Qualifications**

There are 26 teachers at the Ralph Bunche School who are fully certified. Of these certified teachers, one is a certified ESL teacher and five certified bilingual instructors.

### **C. School Demographics**

#### **A. ELL Program**

The Ralph Bunche School (P.S 125) currently has 237 students enrolled in grades Pre-Kindergarten through fifth. There are thirty-seven students identified as ELLs representing 16% of the total population. Our ELLs represent various cultures, multi-learning styles and language abilities including speakers of Spanish, French, Fulani, Bengali, Mandingo, Arabic and Mandarin.

The Freestanding ESL programs in our school provide support to students whose native or first language is not English. The program supports students so they can obtain the maximum benefit from the educational opportunities and social/cultural activities provided at the school.

#### **B. ELL Years of Service and Programs**

The Ralph Bunche School offers three Dual Language Spanish classes for its early childhood grades. The number of ELLs in each class is as follows: 8 Kindergarteners, 5 First Graders, 8 Second/Third Graders, 6 Fourth Graders, and 11 Fifth Graders.

### **C. Home Language Breakdown and ELL Programs**

#### **Dual Language**

Breakdown of number of ELLs in Dual Language by grade and language: 1

Number of bilingual students fluent in both languages: 4

Number of third language speakers: 8

Country of origin of English Proficient (EPs) students in Dual language:

Mali: 5 France: 3 U.S.A: 3 Guinea : 1 Senegal : 1 Egypt :1 Venezuela : 1

### **Freestanding ESL Program**

<b><u>K</u></b>	<b><u>1<sup>st</sup> Grade</u></b>	<b><u>2<sup>nd</sup> Grade</u></b>	<b><u>3<sup>rd</sup> Grade</u></b>	<b><u>4<sup>th</sup> Grade</u></b>	<b><u>5<sup>th</sup> Grade</u></b>
Spanish 1 Bambara 2	Chinese 2	Spanish 4	Spanish 3 Wolof 1 Bengali 2	Spanish 10 Amharic 1	Spanish 7 Bambara 1 Bengali 1 Amharic 1

### **Program and Scheduling Information**

The organizational design of the French Dual Language program is a 50/50 One Way Roller Coaster model, where 50% of the time is taught in English and 50% of instruction takes place in French. Half of the students enrolled are native speakers of English and half are fluent speakers of French. The amount of instructional time is equally divided between the two languages (French and English). The French Dual Language Program adopts the following features: strict language separation, equality in language distribution, avoidance of simultaneous translation, Whole Language Instruction, goals of bilingualism and bi-literacy, appreciation of cultural diversity, cooperative group learning structure, and parent involvement – support, silent, early production, speech emergence, intermediate fluency, school/community support, and authentic applications of the languages.

Emergent literacy is taught simultaneously in both languages.

The Freestanding ESL program services 35 ELLs who have opted into the monolingual classes (grades K-5). The language of instruction is English. According 2009-2010 Basis Data there is 1 student newly identified as SIFE, 5 Special Education ELLs, 19 Newcomers (0-3 years), 1 long-term ELL ( 7 years or more ), and 16 ELLs between 4-6 years. The predominant language group in our Freestanding English as a Second Language (ESL) program is also Spanish.

The Freestanding ESL program follows two organizational models that are homogeneous:

- Push-in model: The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time for Advanced students.
- Pull-out model. ELLs (Beginners and Intermediates) who spend the majority of their day in a monolingual classroom are removed for ESL instruction.

Students are grouped for differentiated instruction based on grade and English proficiency level indicated by the NYSESLAT, LAB.R and Interim Assessments scores. The Freestanding ESL program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154 (CR Part 154). The Beginners and Intermediate students are provided with 360 minutes of ESL and the advanced students,

180 ESL and 180 minutes ELA minutes per week. ESL curriculum is aligned to standard based instruction and all classrooms follow a Balanced Literacy and Balanced Math approach using workshop model methodologies. In the Dual language class an additional unit of French Native Language Arts instruction is provided. There is no current ELA French Exam; therefore students are not tested in French using Standardized tests. Informal teacher made assessments inform our day to day instruction.

### **Parent Program Choice**

Upon registration parents of newly enrolled students complete a Home Language Identification Survey (HLIS). Students whose home language is other than English are administered the Language Assessment Battery Revised Test (LAB-R) within 10 days of enrollment. Once the results of the LAB-R are scored, students of Hispanic origin who do not make the appropriate benchmark level are administered the Spanish Lab. Those who are speakers of other languages become eligible for ESL services depending on their LAB-R performance. Parents are notified of their children's status as ELLs in their home language and in English as mandated by NYSED CR Part 154. They are also invited to attend a Parent Orientation Session. During the session, information is disseminated about the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) via video and translators. Orientation sessions cover issues such as parents' legal rights, promotional standards, curriculum, intervention services and student/guardian expectations. Time is allotted for questions and answers which are followed by a completion of Parent Assurance Surveys and Program Selection Forms. Parents then indicate their program choice. The ESL teacher facilitates these sessions and ensures collection of the forms. Students who do not pass the NYSESLAT continue to receive ESL services and their parents are notified in writing in early September.

After reviewing the Parent Surveys and Program Selection forms for the past two years, the trend in program selection at the Ralph Bunche School is placement in Freestanding ESL for Grades 3-6 and Spanish Dual language programs (grades Pre-K-2). Previously, we had Transitional Bilingual classes but since the majority of the students tested out of the NYSESLAT, we dismantled them. Instead, we created a Spanish Dual Language program in order to meet the needs of our growing Spanish population. We will reinstitute a Transitional Bilingual Program in the future if the need arises.

The instructional program and intervention services provided to the students of the Ralph Bunche School are determined by aggregate and disaggregate data as guided by city, state and federal mandates and requirements. The Dual Language and Spanish Free-standing ESL programs are aligned with parent's requests.

Throughout the academic school year, we count and review the parent choice forms for patterns\_trends and for specific programs requests. Parents are notified and they must express their choice in writing. Children are placed in classes based on parental choice. Since P.S 125 does not have Transitional Bilingual Education, parents are offered the option of transferring their child to another school within the District that does. However, if a growing desire for TBE arises in the future (15 or more ELLs who speak the same language in the same grade or two consecutive grades); we will be required to create such program by law.

### **Assessment Analysis**

**Include multiple assessments for grade-level spans used to inform the LAP:**

**City/State  
Tests**

**Diagnostic  
Assessments**

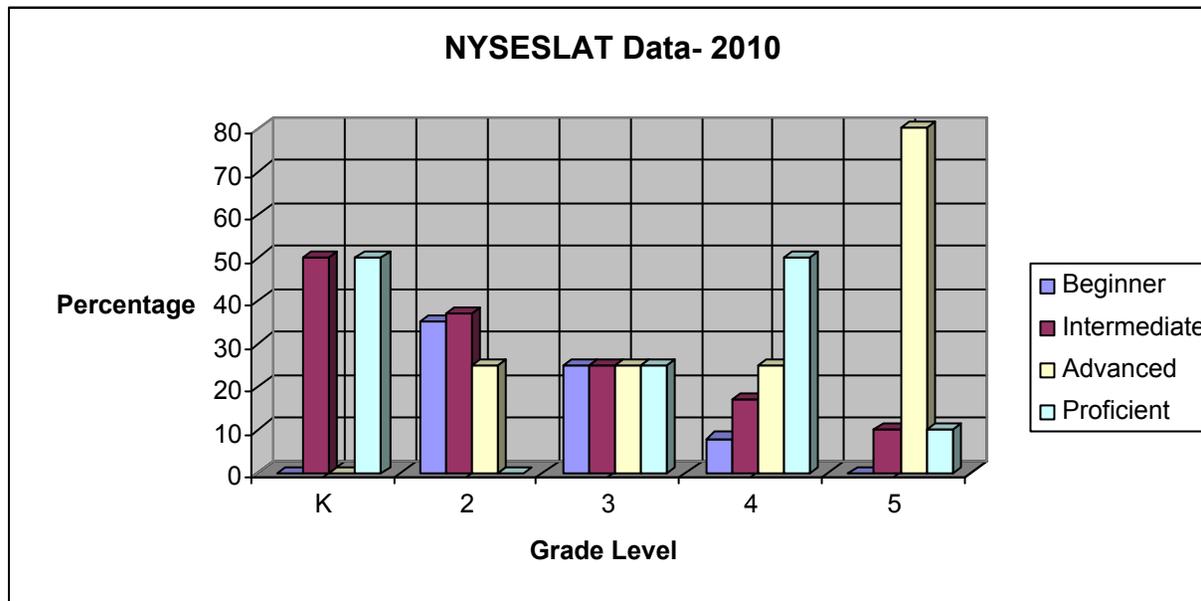
English Language Arts  
Math  
Science  
Social Studies

NYSESLAT

Interim Assessments

**NYSESLAT DATA FOR ELLs– SPRING 2010**

GRADE	% BEGINNING LEVEL	% INTERMEDIATE LEVEL	% ADVANCED LEVEL	% Proficient Level
<b>K</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>
<b>1</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>2</b>	<b>35%</b>	<b>37%</b>	<b>25%</b>	<b>0%</b>
<b>3</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>4</b>	<b>8%</b>	<b>17%</b>	<b>25%</b>	<b>50%</b>
<b>5</b>	<b>0%</b>	<b>10%</b>	<b>80%</b>	<b>17%</b>



After reviewing the NYSESLAT and LAB-R data for newly enrolled ELLs (first year students), our findings indicate that reading and writing modalities posed a greater challenge for them. Students acquire listening and speaking skills more rapidly than reading and writing skills. SIFE students require Title III after-school program to assist them with homework and the acquisition of English.

As a school it is imperative to assess and review data on a frequent and on-going basis. In analyzing the NYSESLAT data for the ELLs, we discovered that Reading and Writing modalities are challenging for all ELLs. Grades 5 students perform better in Listening and Speaking modalities than those in grades K through 4. All ELLs acquire Listening and Speaking skills more rapidly than Reading and Writing skills. Those scoring at lower levels are for the most part new arrivals to the country.

The patterns on the NYSESLAT and LAB-R indicate that there is a need for additional support with Reading and Writing skills. Differentiated instruction is required in order to address the needs of our ELLs and continued implementation of Readers/Writers' Workshop with the extended use of ESL methodologies. Grades K-2 ELLs should be provided with more listening and speaking opportunities or activities in order to augment their academic vocabulary. To increase the acquisition rate among the new arrivals, peer tutoring and buddy should be utilized.

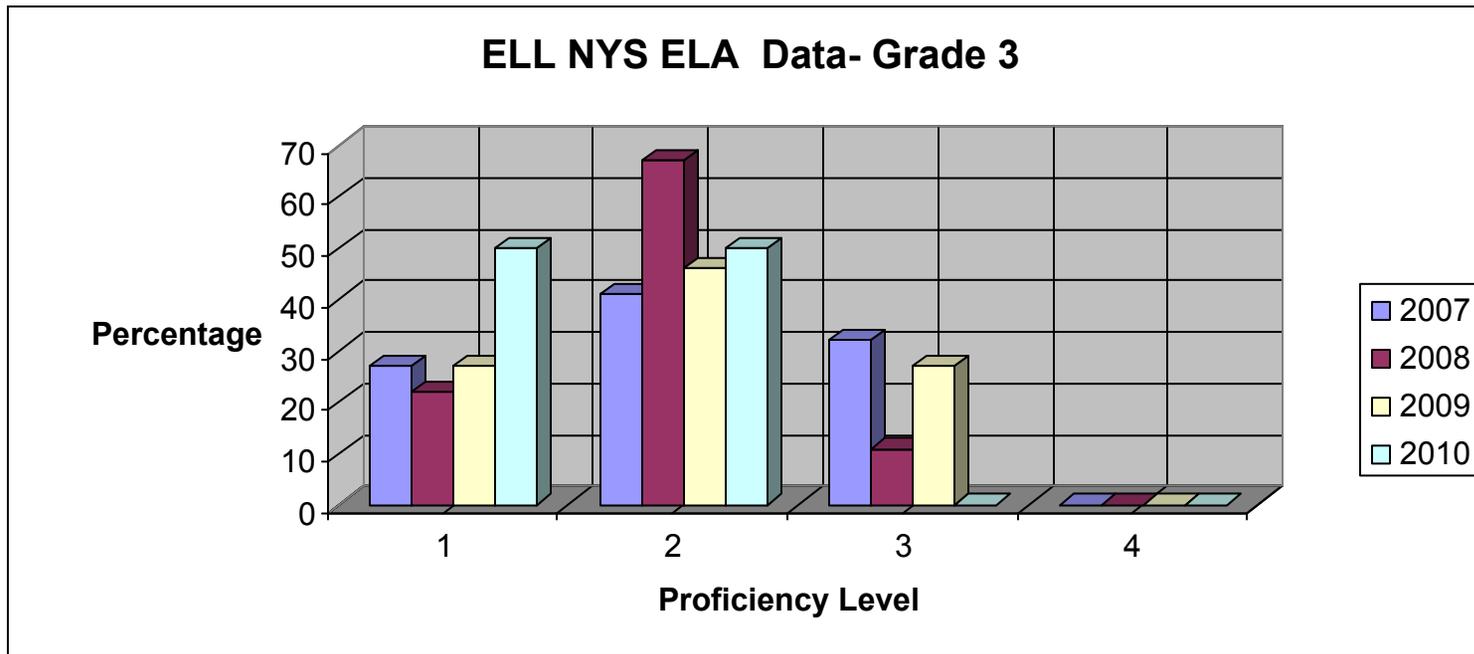
The supplemental materials used in order to address the skills and instructional objectives of the ELLs are as follows:

- English in Action Series (Thomson-Heinle)
- Expressways (Pearson-Longman)
- New Practice Readers (Phoenix Learning Group)
- Ready to Go 1-4 (Pearson- Longman)
- Real Life English Series (Steck-Vaughn)
- Scott Foresman English Series
- Side by Side (Pearson-Longman)
- Weaving It Together: Connecting Reading and Writing Series (Thomson-Heinle)

(NEW YORK STATE ASSESSMENT DATA – ELA/MATH/SCIENCE/SOCIAL STUDIES)

NEW YORK STATE ELA DATA – GRADES 3

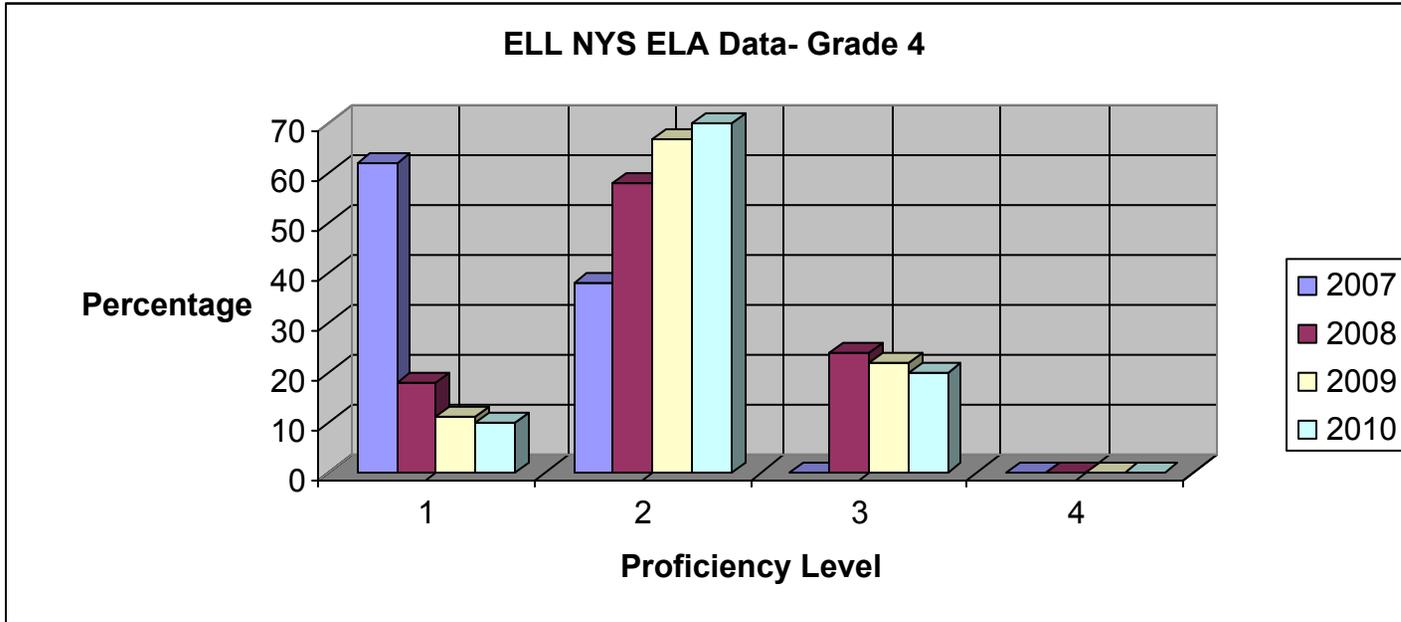
GRADE 3	PERCENTAGE – LEVEL 1	PERCENTAGE – LEVEL 2	PERCENTAGE – LEVEL 3	PERCENTAGE LEVEL 4
2007	27%	41%	32%	0%
2008	22%	67%	11%	0%
2009	27%	46%	27%	0%
2010	50%	50%	0%	0%



There was an increase in 3<sup>rd</sup> grade Ells scoring at level 1 from 2009. Even though there was a decrease in ELLs proficiency in ELA, it must be noted only 2 3<sup>rd</sup> grade students tested in 2010.

**NEW YORK STATE ELL ELA DATA – GRADES 4**

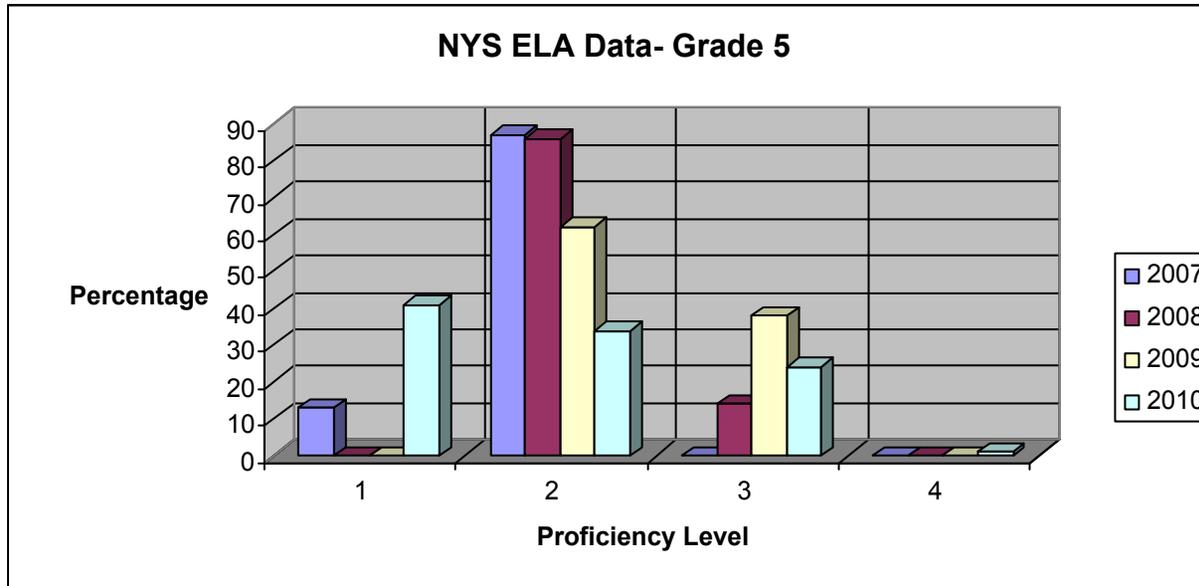
<b>GRADE 4</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>63%</b>	<b>37%</b>	<b>0%</b>	<b>0%</b>
<b>2008</b>	<b>18%</b>	<b>59%</b>	<b>23%</b>	<b>0%</b>
<b>2009</b>	<b>11%</b>	<b>67%</b>	<b>22%</b>	<b>0%</b>
<b>2010</b>	<b>10%</b>	<b>70%</b>	<b>20%</b>	<b>0%</b>



Our school for the fourth consecutive year decreased the number of ELLs scoring at level 1 while increasing the number of students scoring at level 2. There was a slight decrease of students scoring at level 3 while no ELL scored at level 4.

**NEW YORK STATE ELL ELA DATA – GRADES 5**

<b>GRADE 5</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>13%</b>	<b>87%</b>	<b>0%</b>	<b>0%</b>
<b>2008</b>	<b>0%</b>	<b>86%</b>	<b>14%</b>	<b>0%</b>
<b>2009</b>	<b>0%</b>	<b>62%</b>	<b>38%</b>	<b>0%</b>
<b>2010</b>	<b>40%</b>	<b>50%</b>	<b>10%</b>	<b>0%</b>



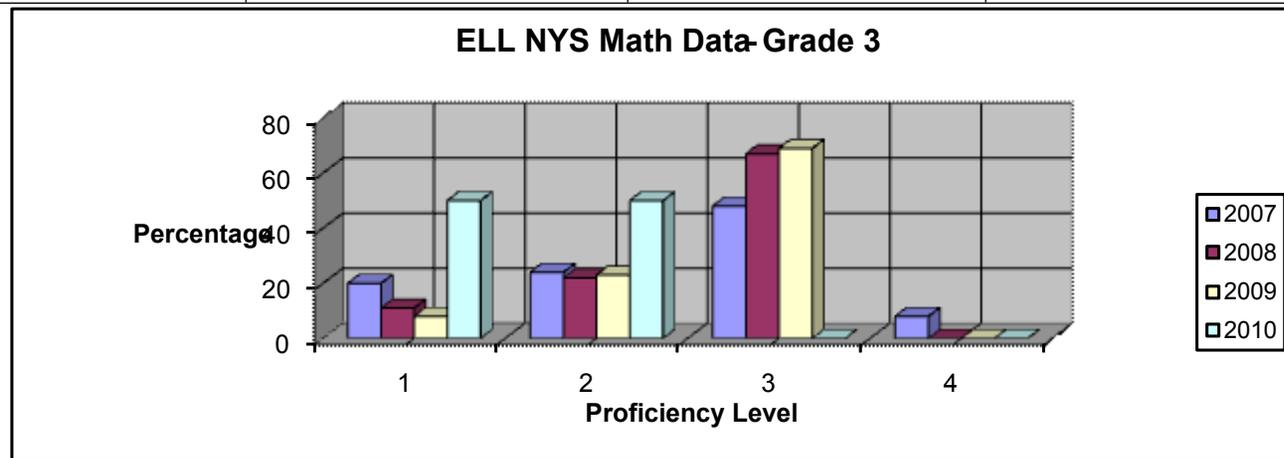
In 2007, there was a decline in the percentage of students scoring at the lowest proficiency level and there were considerable gains in the percentage of students scoring at level 2. However, there were no gains in levels 3 and 4. In the 2008 school year, the school had positive gains. There were no students scoring at the lowest proficiency level. In addition, for the first time during the three-year period, fifth grade ELLs scored at performance level 3. 2009 shows that while no student scored at lowest proficiency, there was a positive increase in the number of students moving from a level 2 to a level 3. In 2010 there was an increase in ELLs, scoring at level 1. 2010 also show a decrease of students at levels 3 and 2.

**BASED ON AN ANALYSIS OF THE DATA, THE FOLLOWING ARE IMPLICATIONS FOR ELA INSTRUCTION:**

- Assist the ELL learner in building background knowledge in ELA. This can be achieved through the use of varied graphic organizers. This is particularly valuable in assisting ELLs to organize thoughts that could lead to an improvement of understanding and expression.
- The ELL must be exposed to visuals to strengthen teaching and learning experiences.
- Teachers must engage the ELL in the use of read-alouds to support reading comprehension and oral expression.
- Provide more opportunities for writing in the classroom. In addition, expose students to a wide variety of writing experiences.
- Teachers must encourage and provide time for peer to peer and student to teacher discussion prior to the writing/reading experiences.
- Teachers must stress the importance of drawing as a means of expression, guiding students to see how it can lead to the conveying of thoughts (orally and in writing).
- Provide on-going support and professional development for classroom teachers to ensure that they have the knowledge and resources necessary to improve learning in English Language Arts.

**NEW YORK STATE ELL MATHEMATICS DATA – GRADES 3**

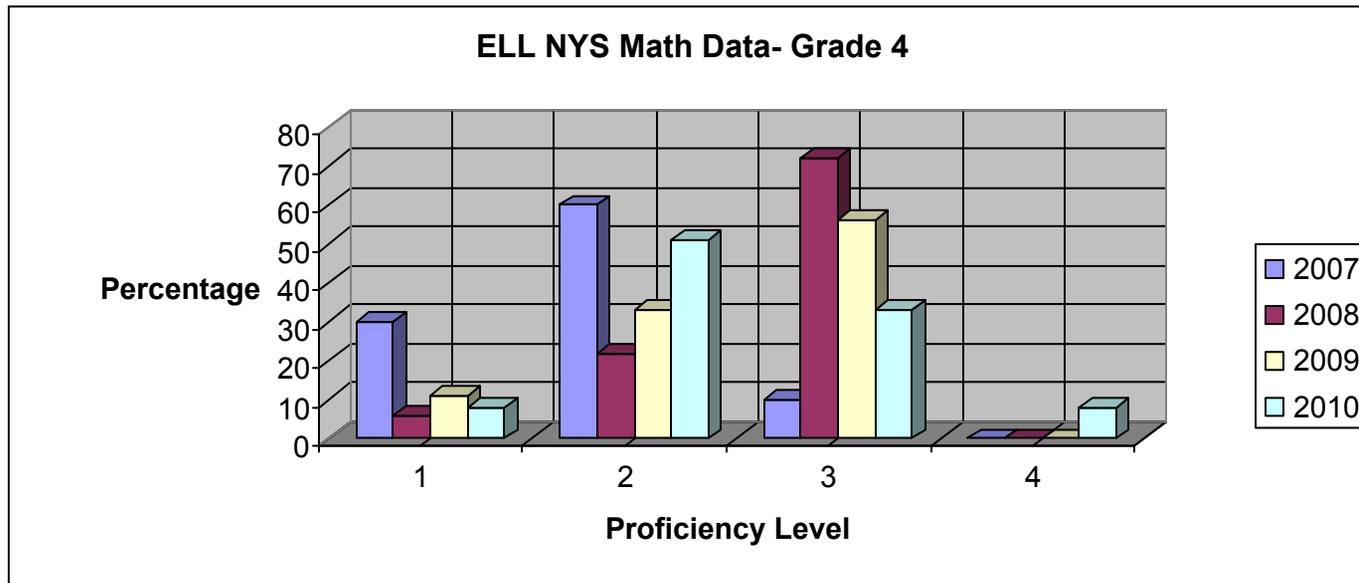
<b>GRADE 3</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>20%</b>	<b>24%</b>	<b>48%</b>	<b>8%</b>
<b>2008</b>	<b>11%</b>	<b>22%</b>	<b>67%</b>	<b>0%</b>
<b>2009</b>	<b>8%</b>	<b>23%</b>	<b>69%</b>	<b>0%</b>
<b>2010</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>



There has been an increase from 2009-2010 of students scoring at level 1 and level 2, it must be noted only 2 3<sup>rd</sup> grade students tested in 2010.

**NEW YORK STATE ELL MATHEMATICS DATA – GRADES 4**

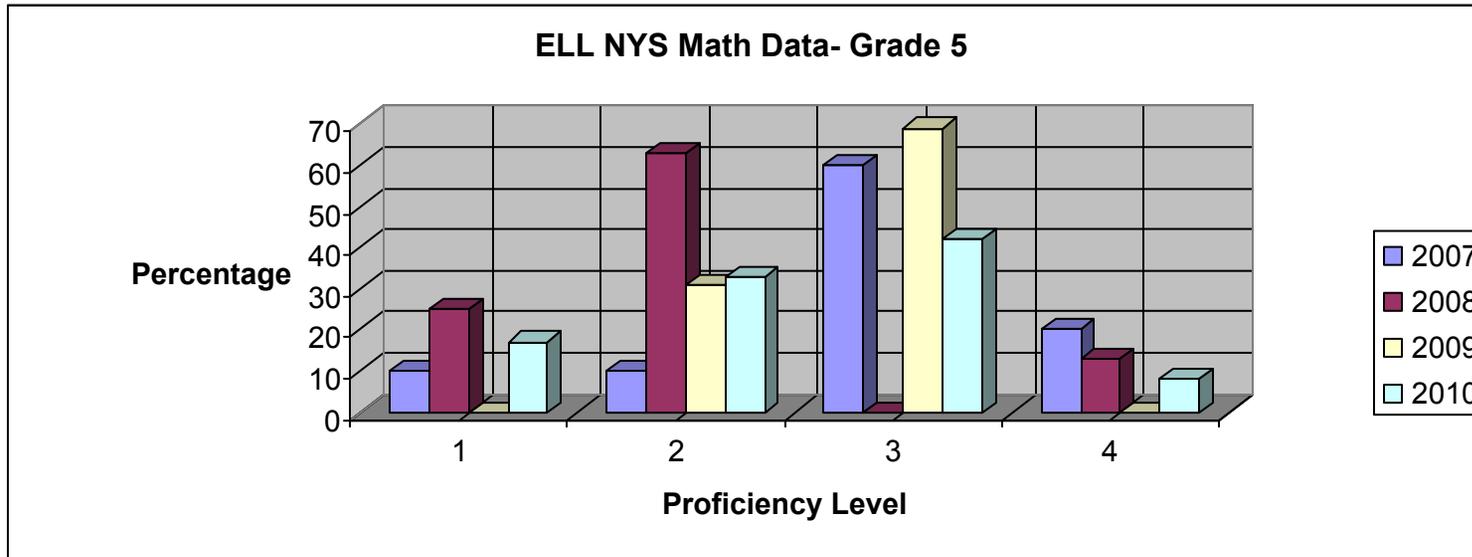
<b>GRADE 4</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>30%</b>	<b>60%</b>	<b>10%</b>	<b>0%</b>
<b>2008</b>	<b>6%</b>	<b>22%</b>	<b>72%</b>	<b>0%</b>
<b>2009</b>	<b>11%</b>	<b>33%</b>	<b>56%</b>	<b>0%</b>
<b>2010</b>	<b>8%</b>	<b>51%</b>	<b>33%</b>	<b>8%</b>



During the four-year period, there has been a consistent decline in the percentage of ELLs scoring at the lowest proficiency level. In 2008, 72% of grade 4 ELLs were meeting New York State Mathematics Standards. However this trend was not consistent in 2009 when this number decreased to 56% and 33% in 2010. It is worth noting that 8% of our 4<sup>th</sup> grade ELLs scored at level 4 marking the first time in four years.

## NEW YORK STATE ELL MATHEMATICS DATA – GRADES 5

GRADE 5	PERCENTAGE – LEVEL 1	PERCENTAGE – LEVEL 2	PERCENTAGE – LEVEL 3	PERCENTAGE LEVEL 4
2007	10%	10%	60%	20%
2008	25%	63%	0%	12%
2009	0%	31%	69%	0%
2010	17%	33%	42%	8%



From 2007 to 2008, there was a remarkable decline in the percentage of ELLs scoring at the lowest proficiency level. During the same time period, there was a significant improvement of grade 5 ELLs meeting New York State Mathematics standards. In 2008, this trend was not consistent. During this year, there was a drastic increase in the percentage of students scoring at the two lowest proficiency levels. In 2009 there were no students who scored at a level 1. 2010 saw an increase of students scoring at level 1 and also an increase of students scoring at level 4.

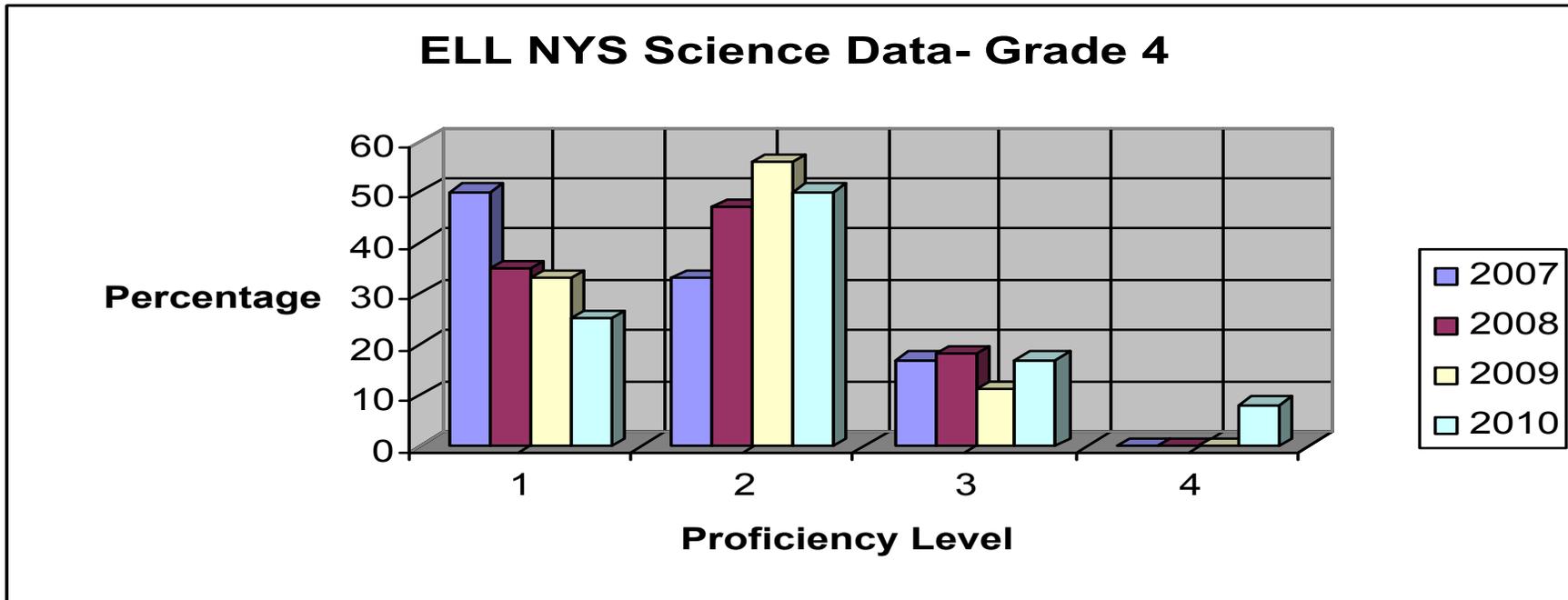
### **BASED ON AN ANALYSIS OF THE DATA, THE FOLLOWING ARE IMPLICATIONS FOR MATH INSTRUCTION:**

- Engage students in the use of mathematics vocabulary. Develop and encourage students to use an interactive mathematics word wall. In addition, encourage students to maintain math journals, where they are using the vocabulary learned to express math ideas that has been learned.

- Provide opportunities for problem solving across all content strands in mathematics. Encourage teachers to use the vocabulary words learned.
- Problems should be differentiated to ensure that the words used and skills assessed are within the student’s range.
- Provide training and support to teachers so that they will be aware of the various ways of modeling strategies that could be used to explain thinking during the mathematics workshop.
- Encourage students to verbalize their mathematical thinking (journals and out loud). Students should be able to explain why a specific strategy was selected and how it assisted them in attaining the final answer.
- Encourage the use of manipulatives to strengthen and build upon mathematical conceptual knowledge.

**NEW YORK STATE ELL SCIENCE DATA – GRADE 4**

<b>GRADE 4</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>50%</b>	<b>33%</b>	<b>17%</b>	<b>0%</b>
<b>2008</b>	<b>35%</b>	<b>47%</b>	<b>18%</b>	<b>0%</b>
<b>2009</b>	<b>33%</b>	<b>56%</b>	<b>11%</b>	<b>0%</b>
<b>2010</b>	<b>25%</b>	<b>50%</b>	<b>17%</b>	<b>8%</b>



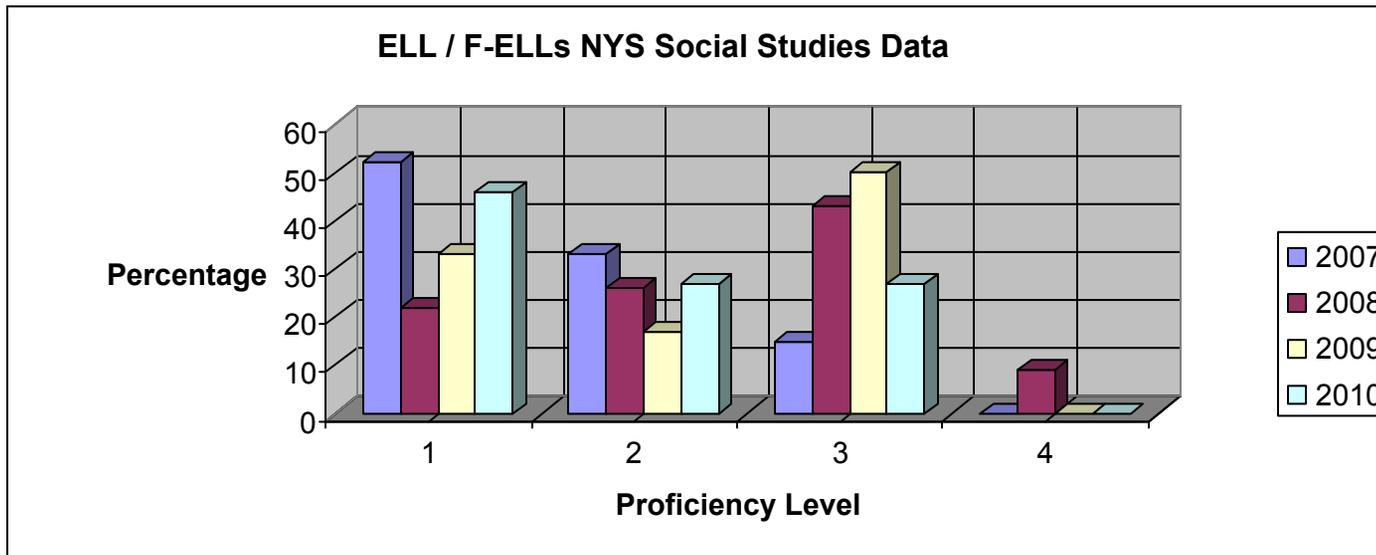
During the last 4 years there has been a consistent decline of ELLs scoring at level 1. There was also a noticeable increase of ELLs scoring at level 3 and a slight increase of students scoring at level 4.

**BASED ON AN ANALYSIS OF THE DATA, THE FOLLOWING ARE IMPLICATIONS FOR SCIENCE INSTRUCTION:**

- Encourage teachers to activate prior knowledge during the implementation of science lessons. This will help to make abstract concepts more concrete.
- Provide hands-on activities to strengthen the understanding of science concepts and ideas.
- Encourage students to work in co-operative learning groups in an effort to increase opportunities for the development of social and academic language.

**NEW YORK STATE SOCIAL STUDIES DATA – GRADE 5**

<b>GRADE 5</b>	<b>PERCENTAGE – LEVEL 1</b>	<b>PERCENTAGE – LEVEL 2</b>	<b>PERCENTAGE – LEVEL 3</b>	<b>PERCENTAGE LEVEL 4</b>
<b>2007</b>	<b>52%</b>	<b>33%</b>	<b>15%</b>	<b>0%</b>
<b>2008</b>	<b>22%</b>	<b>26%</b>	<b>43%</b>	<b>9%</b>
<b>2009</b>	<b>33%</b>	<b>17%</b>	<b>50%</b>	<b>0%</b>
<b>2010</b>	<b>46%</b>	<b>27%</b>	<b>27%</b>	<b>0%</b>



During the four-year period, there have been both positive and negative fluctuations in the percentages of students scoring at levels 1 and 2. In 2007, 12% of grade 5 ELLs met New York State Grade 5 New York State Social Studies Standards. However, this trend was not consistent in 2008. 2009 however, saw a decrease of students scoring at a level 1 and 2 and an increase of students scoring at a level 3.

**BASED ON AN ANALYSIS OF THE DATA, THE FOLLOWING ARE IMPLICATIONS FOR SCIENCE INSTRUCTION:**

- Encourage teachers to activate prior knowledge during the implementation of social studies lessons.
- Encourage teachers to provide language experiences (read-alouds and discussions) around social studies themes.
- Encourage students to work in groups in an effort to increase opportunities for the development of social and academic language.
- Encourage teachers to use graphic organizers to construct meaning in the social studies class.

Since P.S 125 does not offer a Transitional Bilingual program, we do not administer ECLAS, EL SOL, ELE and Chinese Reading assessments.

The interim assessment is used to confirm the trends identified through the NYSESLAT. On a consistent basis, key staff members meet to analyze and interpret student data from numerous sources (ACUITY, Running Records, Student Portfolios, etc). The analyses are used to inform teachers as to which academic areas and skills to prioritize for intervention and support. In addition, the available data continues to inform us on how to plan for differentiated instruction.

The Native Language Arts component in the French Enrichment Program provides instruction in the students' home language (French) two days a week for two hours each day, designed to develop communication skills (listening, speaking, reading and writing) in the students' home language (French) as well as providing an appreciation of the history and culture of the United States and the student's country of origin through the study of literature.

**Planning for ELLs**

The Ralph Bunche School's model for in-school French Enrichment consists of a French Enrichment Kindergarten class and a French Enrichment cluster program.

The Ralph Bunche School PS 125, in collaboration with the French Heritage Language Program offers Francophone students in grades K through 5 the opportunity to participate in a French language and cultural after school program. The program is presented all in French and designed especially to help the students stay connected to their rich linguistic and cultural background. Being multicultural and multilingual is viewed as a tool to face the 21<sup>st</sup> century challenges. Francophone professionals will teach all classes. The class will focus on oral and written French through activities such as pedagogical games, music singing, films, reading, and cultural projects, etc. the French Heritage Language Program will also sponsor a three-week Summer Program.

Students are grouped for differentiated instruction in the Free-standing ESL program based on grade and English proficiency level indicated by the NYSESLAT, LAB.R and Interim Assessments scores. The Freestanding ESL program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154 (CR Part 154). The Beginners and Intermediate students are provided with 360 minutes of ESL and the advanced students, 180 minutes per week.

In the Freestanding ESL program, instruction is provided in English following the Balanced Literacy Approach. ESL techniques and methodologies are used to reach the different learning styles. Native language support is provided whenever possible using bilingual dictionaries, libraries, buddy systems and cooperative groupings. The content areas are also taught using ESL methodologies and techniques (Total Physical Response, Language Experience Approach, Music, etc.).

There is on-going articulation between the ESL teacher and the classroom teachers. The ESL teacher articulates with the classroom teacher to align and reinforce the classroom instruction during the ESL Pull-Out program. In addition, there is a weekly common prep for all teachers, including those who service the ELL population, to collaborate and around the needs of the students. In their planning, the stages of language acquisition (Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency) are taken into account and multi-level strategies are adapted to reach all of the stages. The specific strategies for instruction used for ELLs are dependent on the number of years that they have been in the New York City Public school system.

The English language arts standards are the basis for the Native Language Arts, English as a Second Language and English Language Arts curricula. The chart that follows identifies the required units of study for each of these disciplines. Please note that a unit of study is equivalent to 180 minutes per week.

English Language Requirements						
English Proficiency Level	Grades K-8			Grades 9-12		
	Number of Units			Number of Units		
	ESL	NLA*	ELA	ESL	NLA*	ELA
Beginning	2	1	-	3	1	-
Intermediate	2	1	-	2	1	-
Advanced	1	1	1	1	1	1

- If in Dual Language program.

All ELLs with less than three years (Newcomers) in the New York City Public School system are provided with ESL instruction as specifically mandated based on their proficiency levels as discussed previously in the narrative. These students receive ESL services. They are supported with Native language texts as well as books in the classroom libraries which cover a wide readability levels and/or high interest particularly in the non-fiction genre. They receive ELA instruction conducted in English using the Readers'/Writers' Workshop Model with the integration of ESL methodologies. The methodologies used are Total Physical Response (TPR) and the Language Experience Approach (LEA) which provide the students with experiences for which language is generated and used to expand vocabulary and comprehension. We ensure the coverage of basic sight words when instruction focuses on vocabulary building. Other effective strategies include the integration of the arts in the teaching of the core curricula and the process of making cultural connections.

The use of grade appropriate games and manipulative such as picture cards, big books and arts and crafts happen to be effective motivating tools and frequent use of Read-Aloud and Read Along to enhance the ELLs listening comprehension and vocabulary development. We promote the importance of creating a non-threatening environment that lowers the Affective Filter in order to facilitate the acquisition of the English language. We address these measures through informal peer counseling meetings, parent/child presentations (and sharing about cultures) in the classrooms and at whole school assemblies. There is also a Title III After school program that assists the newcomers with academic support and adjustment.

The ELLs who have three to five years in New York City public schools receive ESL instruction based on their proficiency levels as previously mentioned. During the Push-In/Pull-out services, ESL instruction is supported by Native Language texts as well as leveled books in the classroom libraries, which cover high interest particularly in the non-fiction genre. They also receive ELA instruction conducted in English using the Readers'/Writers' Workshop Model with the integration of ESL methodologies. Modeling of the writing and reading skills are incorporated in the direct instruction component of the reading and writing workshops to scaffold the learning of new contents and genres. Also, music is used as a prompt or motivation. We implement the Learning Experience Approach and hands-on interdisciplinary approach, which usually culminates in a project, based format, i.e., a videotape of recorded speeches, presentations, and plays. Drama and role-playing are other activities that foster language development skills of our ELLs. Parent participation is encouraged through school trips which are followed up with class discussions and reflections. At this juncture in the students' education, we assist our ELLs in developing realistic goals to support their on-going progress. We also praise and acknowledge the multiple modes of learning to enhance or maintain their self-esteem.

Long term ELLs with six or more years in the New York City Public School System are provided with ESL instruction mandated by their level of proficiency. In addition to the types of instruction provided to the other groups, this group requires more rigorous instruction in the areas of reading and writing. Study skills, use of graphic organizers, and understanding of test structures and terminologies supports the growth of their academic skills. The building of their prior knowledge through independent reading and research based activities is prevalent to the development of their comprehension levels. We encourage the integration of technology as a resource to enhance the effectiveness of instruction.

We provide our ELLs with special needs (Special Education) with appropriate levels of intervention along with ESL and Native Language support based upon IEP recommendations and language proficiency levels to. The students receive ELA instruction using the Readers'/Writers' Workshop Model with the integration of both special needs and ESL methodologies. Ongoing reviews are held to coordinate and maintain appropriate services for our ELLs with IEPs.

We also focus our attention on the ELLs with Interrupted Formal Education (SIFE). Once identified, the ESL and classroom teachers monitor these students' academic performance and progress rigorously. They receive similar instruction provided to the other ELLs and additional academic intervention services. In order to enhance these students' achievement and language acquisition, specific strategies such as nonverbal cues, modeling and visuals are emphasized. Differentiated and targeted instruction to meet their individual academic needs is delivered in both languages (English and Native) with the emphasis on developing literacy in their native language while transitioning into English. The importance of providing these students with multicultural lessons to validate their cultures and languages as well as providing them with reading opportunities in their native language is acknowledged. Positive reinforcement, continual articulation with teachers and parental involvement are factors that support the academic growth of our ELLs. They are also supported through a Title III afterschool program.

The Academic Intervention Services (AIS) program is designed to help (3– 5) grades students in general, special education including ELLs who are struggling to achieve the learning standards in English Language Arts, Mathematics, Science and Social Studies. A student becomes eligible for

AIS when he/she does not meet the standards on the state assessment in English Language Arts, Mathematics, Science and Social Studies or has not met the standards on the benchmark assessments administered in September. "Not meeting the standards" means performing below grade expectations set by the State-designated performance benchmark level 3. We also have a Title III after-school program.

Fully English Proficient students are assisted as needed. After the ELLs Have achieved efficiency on the NYSESLAT, they are monitored for two years to ensure they are performing satisfactorily. Support services are offered based on student needs. They may be limited to specific content area or the student may be provided with ESL services again if necessary.

### **Resources and Support**

The materials used in the ESL program are, but not limited, Into English by Hampton Brown, an ESL program characterized by its resources for real communication, thematic units, grade level content, multi-level teaching strategies and special help for newcomers. It incorporates authentic literature and connects lessons that build, widen and deepen language across the curriculum. It provides ongoing authentic assessments and includes: visual, big books, audio cassettes, and manipulatives, technology, and ESL library and activity books. In addition, we also use Intensive English by Santillana, USA. This program is a standards-based English language development program designed to help k-5 students acquire social and academic language skills through content based instruction. The ESL teacher collaborates with the classroom teachers to plan the support required during Pull-Out ESL sessions. The stages of language acquisition (Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency) are taken into account and the ESL teacher uses multi-level strategies that are adapted to reach all of the stages.

### **Professional Development and support for School Staff**

Professional development is provided to all staff including administrators, bilingual teachers, subject area cluster specialists, ESL teachers, Special Education teachers, and the school community at large.

The Parent Coordinator also serves as the facilitator for parents whose first language is Spanish and consequently engages in staff development workshops.

Grade groups meet weekly for 90 minutes of professional development that is built into the school schedule. All teachers are provided with professional development workshops on using data to drive instruction and implementing differentiated instruction in the classrooms. The classroom teachers meet once a month to reflect on their practices and plan using available data. Furthermore to differentiate the support, the inquiry team will form a study group to conduct a deeper analysis of language acquisition practices and academic language development across content area.

The ESL teacher will also facilitate workshops on scaffolding language in the content areas, differentiation in the classroom for ELLs within a Balanced Literacy/Math classroom. During their bi-monthly meeting, they will focus on specific ESL methodologies to address the proficiency levels and modalities, alignment of ESL Learning Standards with curriculum, and on how to integrate students' cultures into the curriculum areas in order to improve self-esteem. In addition, the ESL teacher will attend a series of trainings offered by ISC and Network 19. These ongoing trainings focus on specific assessments (NYSESLAT, LAB-R, and Interim) for the purpose of grouping and informing/modifying instruction. Other topics such as NLA, ESL and ELA standards are also incorporated in the content of the mentioned training sessions. This model allows for the provision of the 7.5 hours mandated ELL training.

The school's parent coordinator, administration and guidance counselor serve as the Articulation Team to provide a means of improving communication among elementary, middle and high school levels. Meetings are arranged to familiarize ELLs elementary school students and parents with middle school programs and middle school students and parents with high school programs to ensure a smooth transition.

November 17, 2010	Identification and Assessments of ELLs
December 10, 2010	How to create a Welcoming environment for ELLs
January 21, 2011	Establishing a Home-School Connection- ELLS
February 18, 2011	Differentiated Instruction in the Classroom
March 18, 2011	Balanced Literacy with ELLs
April 13, 2011	Teaching of Content Areas to ELLs

### **Parent Involvement for ELLs**

We have orientations for parents of newly admitted English Language Learners during the academic school year. The ESL teacher speaks Spanish, French and English and is able to provide parent workshops to meet the language needs of the parents. In addition our parent coordinator is bilingual (Spanish) and can provide training in Spanish to the majority of our population that happens to be Spanish Speaking. We provide a video given by the NYC Department of Education informing and describing the different types of programs parents can choose for their child .In this orientation the parent coordinator, and the ESL teacher present expectations, state standards and general information about bilingual and ESL programs. Furthermore the school community offers weekly open houses, tours, and monthly meetings with parents. The goal of these gatherings is to share information in an informal manner with the intention of stimulating productive communication, parental awareness and involvement to support student achievement. There will be workshops involving parents regarding statewide educational standards and initiatives, math, literacy and helpful hints relative to parenting and building positive home and school relationships.

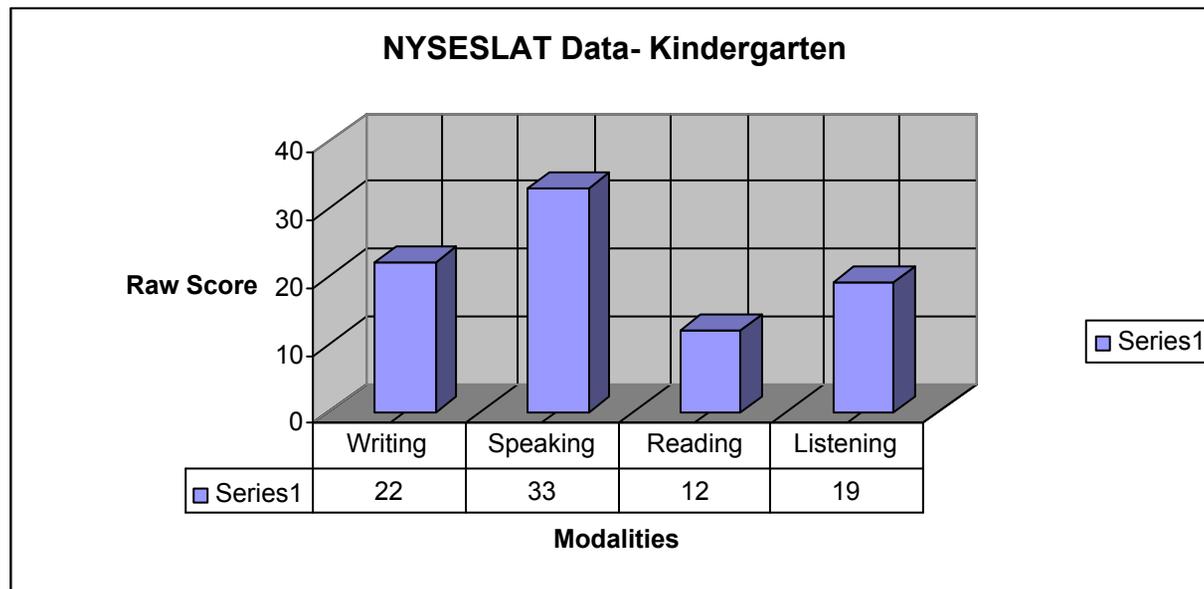
Parent needs are evaluated through surveys and informal conversations as well as, feedback provided by the schools' PA and their executive board.

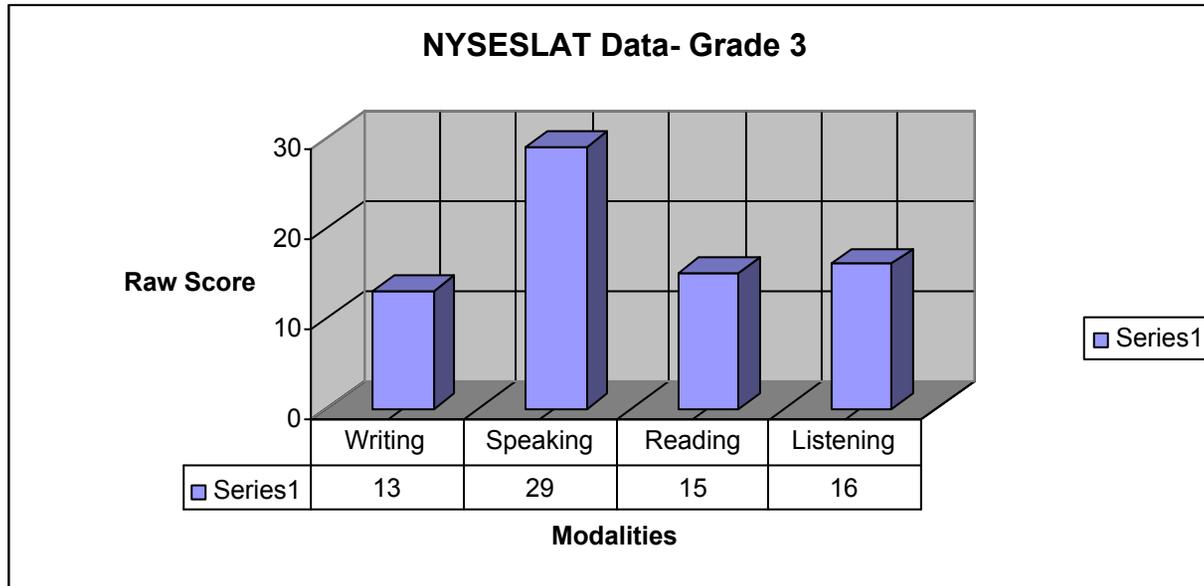
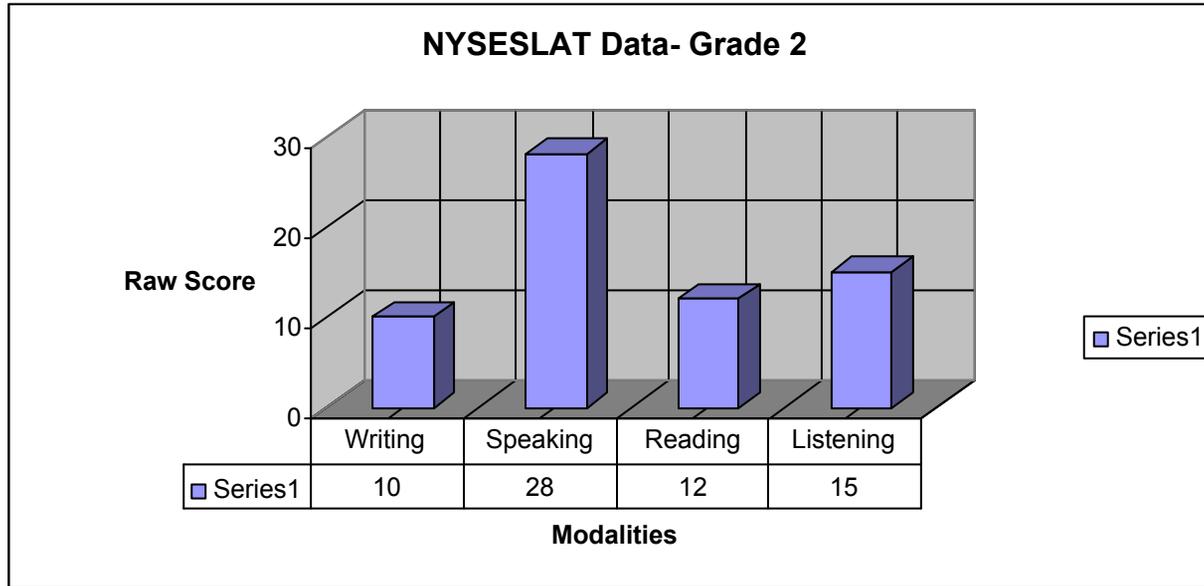
As we continue to gather our energies around student achievement, our efforts are supported by the following organizations:

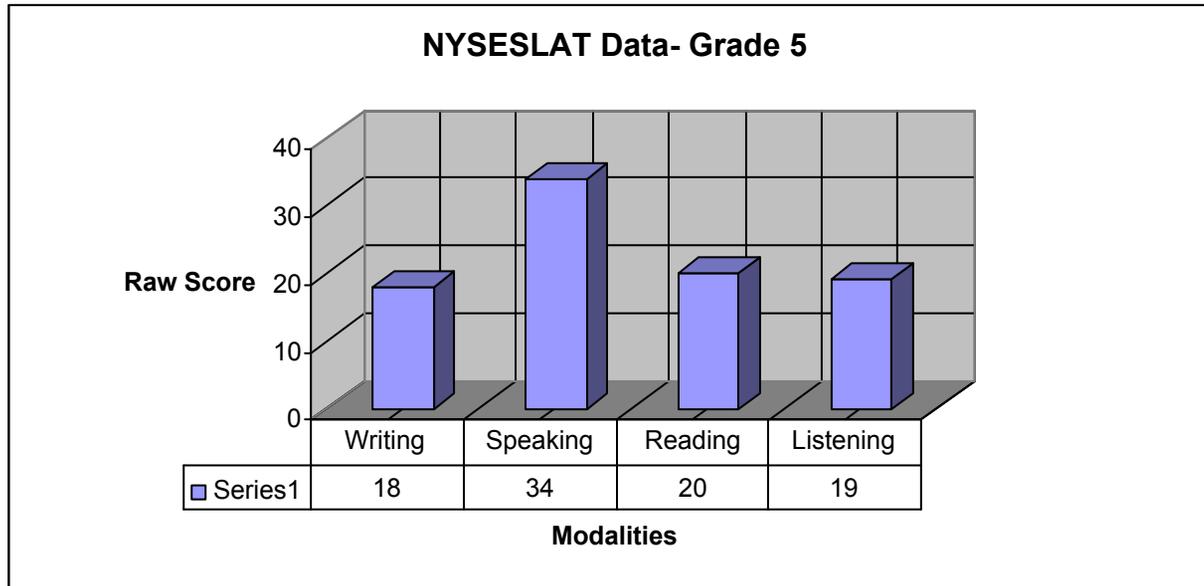
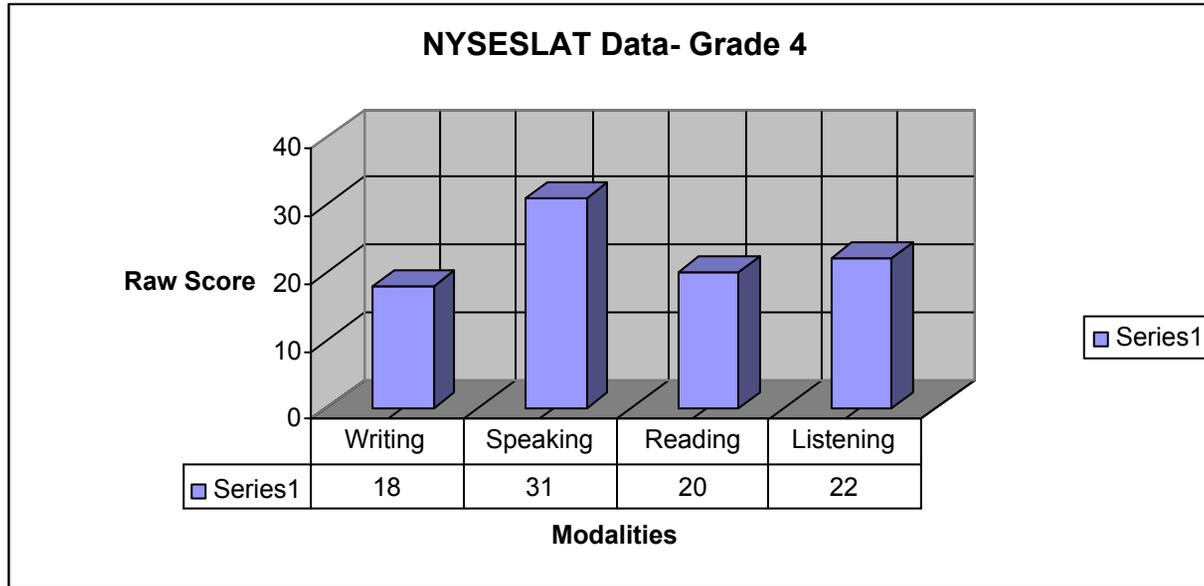
- Renaissance Accelerated Literacy, Reading Motivational Program
- Barnard College Tutoring Program, - Student Intern
- Columbia University – Power Lunch/Everybody Wins Reading Enrichment
- B’Nai Jeshurun Volunteers Tutoring Program - Literacy 1-4th grade, Mathematics 4<sup>th</sup> grade,
- The French Heritage Language Program, from the non-profit French-American Cultural Exchange foundation (FACE), - After school Program

- AUSSIE Professional development Literacy and Technology
- UJIMA – After school program
- Edison Learning-SES provider
- City College Education Department- Student Intern
- Morningside Area Alliance
- Columbia University Wind Ensemble
- Columbia Secondary School
- Literacy Supports Systems

**NYSESLAT Modality Analysis by grade:**







**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

**School: The Ralph Bunche School PS125 BEDS Code: #310500010125**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$ 12333.00</b>	After School program for designated students.
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$ 0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$ 2269.16</b>	To be used for instructional purposes during the Title III After-School Program.
<b>Educational Software (Object Code 199)</b>	\$ 0	
<b>Travel</b>	\$ 0	
<b>Other (Parent workshops)</b>	<b>\$ 397.84</b>	To support parents in assisting ELL scholars at home.
<b>TOTAL</b>	<b>\$15,000.000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

During the first days of school, advisors distribute to parents a Student Information Form, which includes a question about each family's translation and interpretation needs. Parents fill out these and the information is integrated into the central data base by the school office staff and parent coordinator. The parent coordinator gathers the needs for translation and interpretation services and apprises advisors, staff and the parent association of these needs.

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

Many families who we service with translation/ oral interpretation needs come from Spanish speaking countries, which we can easily service with in-house translation, using school personnel. Our parent coordinator works closely with families in need of translation and interpretation services and apprises advisors, staff and the parent association of these needs.

#### **Part B: Strategies and Activities**

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

The school will provide the written documents from those available from the department of Education regarding documents related to discipline, law security, health, ELL and special education in Spanish and English when necessary.

The parent coordinator will work with administration to translate periodic announcements from the school into Spanish. Parents will be notified through a public posting that translation services in 8 different languages are available for documents from the department of education, including the Parent Bill of Rights and the Family Guide.

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

Oral interpretation services will be available for parent-teacher conferences, and any other conferences for which a parent is required to attend. Parents will be notified through a public posting that the over-the-phone oral interpretation services in 8 different languages are available from the Department of Education.

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

Parents will be notified through a public posting that translation services in 8 different languages are available for documents from the Department of Education, including the Parent Bill of Rights and the Family Guide and that over-the-phone oral interpretation services in 8 different languages are available from the Department of Education.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$200, 253	\$55,078	\$255,330
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2, 002	\$554	\$2, 556
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10, 012	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20, 025	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**The Parent Involvement Policy will be distributed in November 2010 to all Title I parents and the annual review held. Consequently, the Policy discussed and currently being implemented is described below;**

Public School 125 believes that through a strong parent-teacher partnership all students can reach the highest standards of achievement.

Parent Involvement at Public School 125 will be actively supported by:

1. Assuring that all parents have ample opportunities to voice their ideas, concerns and comments to the Principal, School Leadership Team and/or PA Executive Board.
2. Assuring that all parents will be supported in their efforts to become involved in the education of their child by offering workshops, meetings and conferences which explain the school's CEP, reimbursable programs and services, parent-school compact, school safety rules and regulations and parenting skills.
3. Providing ample opportunities for parent access to student information regarding academic progress, his/her instructional program, behavior, attendance and health.
4. Encouraging parent volunteer training with School Learning Leaders.
5. Providing family inter-active curriculum workshops during the school day, evening and designated Saturdays.

Continuing to encourage parent participation in the School Leadership Team, Book Clubs and other school-wide committees.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and

strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### Teachers and Parents Working Together To Insure That All Students Reach High Standards of Achievement

The School Agrees To:

1. Schedule monthly parent meetings, workshops and conferences for Title I parents; encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services.
2. Offer parent workshops with flexible scheduling, which serve to enable parents to help students to achieve higher performance standards in literacy and mathematics.
3. Provide a quality educational program in a nurturing and child centered environment, which supports all children performing at their personal best and striving to achieve higher standards.
4. Strengthen communication between home and school by:

- Establishing a viable PTA
- Conduct Parent/School Orientation Meeting
- Conduct Parent Curriculum Conferences
- Parent/Teacher Conferences
- Encourage parent participation in school
- Volunteer Program
- Parental participation on School Leadership Team
- Parent participation on School Safety Committee
- Saturday Family Arts Workshops
- Saturday Community Trips

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X					
Title IV	Federal	X					
IDEA	Federal	X					
Tax Levy	Local	X					

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

We are a School wide Project School.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

**NCLB/SED Status:** Restructuring Year 4 Advanced  
Restructuring Advanced Focus-ELA \_\_\_\_\_ **SURR<sup>4</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Based on the New York State Accountability and Overview Report (AOR) for 2008-2009, PS 125 was designated as a Restructuring Advanced Focused school in English Language Arts (ELA) for the 2009-2010 school year, under the New York State Differentiated Accountability system being implemented this current school year. However, PS 125 is in a holding pattern in ELA, having made adequate yearly progress (AYP) with all student subgroups for which it is accountable: All Students, Black or African American, Hispanic or Latino, Limited English Proficient/English Language Learners (LEP/ELL), Economically Disadvantaged and Students with Disabilities (SWDs). The performance index for each student subgroup in ELA is as follows: All Students (PI)= 154, African-American (PI)= 154, Hispanic (PI)= 151, SWDs (PI)= 114, LEP/ELL (PI) =139, Economically Disadvantaged (PI)= 154. If PS 125 makes AYP for another consecutive year with all student subgroups, including LEP/ELL and students with disabilities (SWDs) then the school will be removed from accountability status for ELA. While the data in ELA indicate that there are improvements in the overall performance of each student subgroup in ELA from 2007-2008 to 2008-2009, the performance of ELLs and SWDs are still areas of concern, since these are the most vulnerable populations and the gap analysis indicates that these two subgroups are performing far below the other student subgroups at PS 125. Students with Disabilities made Safe Harbor, based on the 2008-2009 AOR. Therefore the 10% of funds allocated for professional development has been used to contract AUSSIE consultants that will facilitate workshops and weekly professional development on improving and assessing student learning and differentiating instruction while training teachers in effectively implementing a Balanced Literacy approach to teaching. The \$33, 240 accounts for approximately 30 days of consulting services and in-house professional development.

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School Under Registration Review (SURR)  
School Under Registration Review (SURR)

PS 125 continues to be designated with an accountability status of “In Good Standing” for mathematics, performing above their Effective Annual Measurable Objective (EAMO) in mathematics for each subgroup: All Student (PI) = 166, African-American (PI)= 162, Hispanic (PI)= 168, SWD (PI) = 126, LEP/ELL (PI) = 163, Economically Disadvantaged (PI) = 166.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In the effort to enhance our ELA program, AUSSIE consultants will be hired to support the school in the continued development of an ELA curriculum that aligns itself to the standards. Last school year, emphasis was placed on the general education population. To increase our understanding of the alignment of this curriculum to the State Standards, and ensure a positive impact on the ELL subgroup, one of the consultants was assigned specifically to support us in the challenge of meeting the needs of our special education students. Their guidance will include the development of a scope and sequence and a month-by-month literacy study planner based on the needs of our school. The plan will be developed with the focus of improving student outcomes by promoting teacher ownership. To maximize student improvement particularly within the special education and ELL subgroups, the school plan will address the following areas:

We will enhance our literacy curriculum to ensure implementation of the State Standards. In addition to our base curriculum, student integrated units of study will be developed throughout the year to maximize learning. Lessons plans will be developed to promote mastery of topics.

Professional development will be provided to increase teacher awareness of how student work must meet the State Standards. All teachers will receive a copy of the State Standards. At the beginning of the school year, a survey was distributed to all teachers to ascertain teacher needs and develop a Professional Development plan to address their individual needs. In addition, the goals set for all students will be relevant to their grade level expectations.

The periodic assessment initiative to identify student needs and ARIS instructional resources will be used to address the identified needs of every individual child. The PS125 inquiry team will continue to target students targeted last year from the lowest third percentage. They will conduct an action research to determine the causes of students' not meeting standards. Through the research the findings will be made available and shared with the entire staff. Solutions will be discussed and implemented. Reflection sessions will occur in order to determine the effectiveness of the remedies. Professional development on using data to drive instruction will be ongoing and supported by our data specialist.

IST (Instructional Support Team) meetings are conducted regularly to discuss students in crisis. At the meetings school data is reviewed to generate a list of targeted students to receive Academic Intervention Services. Parents are notified of their child's status and the type of intervention needed in order to meet the standards. ELA Intervention will be provided during our Extended Day and SES after school programs. Level 1 student needs will be addressed through a pull out program. Differentiated instruction will be provided to Level 2 students through a push in program. At the end of each 8 to 10 week cycle, students' progress will be evaluated.

In addressing the entire child, we not only paid attention to their academic well-being but also supported their social and emotional development. Students are scheduled to attend physical education classes and the swimming program.

Our goal is to improve our school culture and to build a more supportive environment for all stakeholders. We will set high expectations for our students, staff, and parents. We will continue to encourage two-way partnerships with our parent body and community organizations. We have been making greater strides in our communication between home and school.

## **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10% of funds allocated for professional development has been used to contract AUSSIE consultants that will facilitate workshops and weekly professional development on improving and assessing student learning and differentiating instruction while training teachers in effectively implementing a Balanced Literacy approach to teaching. The \$33, 240 accounts for approximately 30 days of consulting services and in-house professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Two preparation periods per week shall be designated as professional support periods. These include common planning time and an additional prep per week for high-quality professional development. These preps are built into the school schedule and will not require additional costs to the school.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified via letters sent home and the "Home-School Communication" folder system that has been newly implemented. The letters will be distributed in all languages necessary for parent input and comprehension. The school's status will also be discussed during the Title I parent meeting held during our Family Gathering: Potluck dinner community event where a discussion of the Parent Compact and the Parent Involvement Policy will be discussed (November 23, 2009).

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<b>NOT</b>	<b>APPLICABLE</b>	

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

**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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

There are 3 students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

The school counselor provides counseling twice weekly to provide opportunities to discuss and address concerns the students have. Referrals are made to community agencies for food, clothing and furniture. The Office of Youth Development is utilized to access housing assistance and placement. Appointments are set with the intake officer. Translation services are applied when necessary. Metro cards are applied for when needed, also items such as school uniform, pens and books.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 125 Ralph Bunche						
<b>District:</b>	5	<b>DBN:</b>	05M12	<b>School</b>		310500010125	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	37		91.2	95.3	91.5
Kindergarten	16	18	39	<b>Student Stability - % of Enrollment:</b>			
Grade 1	17	18	23	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	12	18	17		91.4	93.1	84.3
Grade 3	86	22	19	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	96	78	29	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	86	83	69		80.4	88.4	88.4
Grade 6	77	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		9	12	14
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	6	4
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	3	1	2	<b>Suspensions (OSYD Reporting) - Total Number:</b>			
Total	393	238	235	<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	3	8	12
				Superintendent Suspensions	11	9	7
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	8	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	8	0	TBD		38	36	31
# receiving ESL services only	43	35	TBD	Number of Teachers			
# ELLs with IEPs	2	5	TBD	Number of Administrators and Other Professionals	10	10	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	1	2

<b>Overage Students (# entering students overage for</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.4	72.2	93.5
				% more than 5 years teaching anywhere	63.2	63.9	80.7
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	87.0	86.0	93.5
American Indian or Alaska Native	0.5	0.4	0.4				
Black or African American	62.3	63.9	54.5				
Hispanic or Latino	33.1	29.4	34.9				
Asian or Native Hawaiian/Other Pacific	2.0	4.6	3.8				
White	1.0	0.8	3.4				
<b>Male</b>	53.4	56.3	54.0				
<b>Female</b>	46.6	43.7	46.0				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	<b>Phase</b>			<b>Category</b>		
	In	Improvement	Restructuring	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced					v	

**Individual Subject/Area AYP Outcomes:**

<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
ELA:	v		ELA:		
Math:	v		Math:		
Science:	v		Graduation Rate:		

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress</b>
	ELA	Math	Science	ELA	Math	Grad Rate**	

<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	42.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	5.7	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	0.9	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	33		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

**A. Language Allocation Policy Team Composition**

Network Cluster <b>type here</b>	District <b>05</b>	School Number <b>125</b>	School Name <b>125</b>
Principal <b>Rafaela Espinal</b>	Assistant Principal <b>Michelle King</b>		
Coach <b>Joel Rivera</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Guidance Counselor <b>Mireille Samson</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Griselda Hernandez</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>type here</b>	Other <b>type here</b>		

**B. Teacher Qualifications**

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

**C. School Demographics**

Total Number of Students in School	<b>241</b>	Total Number of ELLs	<b>36</b>	ELLs as Share of Total Student Population (%)	<b>14.9 %</b>
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the r language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the in screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to an evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. The description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**Paste response to questions 1-6 here**

In accordance with the Chancellor's recommendations, our programs provide parents with options for their children placement. At registration, parents of newly enrolled students are welcomed and assisted by trained personnel who provide translation services in school. They complete a Home Language Identification Survey (HLIS) and If the student's home language is other than English or the language is other than English, an Informal Interview in Native language and English is conducted. The parents are notified in writing. The Language Assessment Battery Test (LAB-R) is administered to the student within the first ten days of initial enrollment. The LAB-R is hand-scored and a Parent Orientation is conducted; parents complete Survey and Selection forms to express program option. The student is placed in an appropriate program if he/she scores at the Beginning, Intermediate, Advanced level. Students of Hispanic origin who make the appropriate benchmark level are administered the Spanish Lab. The person responsible for conducting the initial screening administering the HLIS and the formal initial screening is the ESL teacher. She also administers the LAB-R to all eligible newly enrolled students and provides all Parent Orientation sessions.

The steps that are taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are the following: The ESL and the Dual Language teachers administer NYSESLAT Test Preps as well as Interim Assessments to all ELLs during the academic school year in order to prepare all students for the NYSESLAT. In the spring, parents and ELLs are notified in writing about impending NYSESLAT test dates. All students are tested in groups of no more than 10 and by grade level on the Listening, Reading, and Writing components by the ESL teacher and a Dual Language teacher. The speaking portion of the NYSESLAT is administered individually.

Parents are notified of their children's status as ELLs in their home language and in English as mandated by NYSED CR Part 154. They are also invited to attend a Parent Orientation Session. During the session, information is disseminated about the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) via video and translators. Orientation sessions cover issues such as parental legal rights, promotional standards, curriculum, intervention services and student/guardian expectations. Time is allotted for questions and answers which are followed by a completion of Parent Assurance Surveys and Program Selection Forms. Parents then indicate their program choice. The ESL teacher facilitates these sessions and ensures collection of the forms on site (after Parent Orientation session). Parents who did not pass the NYSESLAT continue to receive ESL services and their parents are notified in writing in early September.

The program models offered at the Ralph Bunche school are aligned with parent's requests. ELLs are placed in a Dual Language or Freestanding ESL based on parental consent or requests. Informal meetings are held and curriculum nights are held in order to communicate with the parents about the ELLs programs. Staff members including the ESL teacher who are speakers of other languages translate or translate for the parents. Parents are also invited to visit the Dual Language and ESL programs in order to make informed decisions about their children's placement.

After reviewing the Parent Surveys and Program Selection forms for the past years, the trend in program choices that parents requested at the Ralph Bunche School is Freestanding ESL, French Dual Language and Spanish Dual Language programs. Previously, we had Transitional Bilingual classes but since the majority of the students tested out of the NYSESLAT, they were dismantled in 2006. 2009 saw a growth in ELLs population in grades 1, 2, 4 and 5, particularly ELLs whose first language was Spanish. It was determined that the creation of Dual Language classes was needed in order to meet the needs of this population. As a result in 2009, one bridge 1st and 2nd grade Spanish Dual Language and one bridge 4th and 5th grade Spanish Dual Language classes were formed. In 2010, The Spanish Dual Language Program was expanded to include grades K, 2, 3, and a Kindergarten French Dual Language class was formed.

The instructional program and intervention services provided to ELLs of the Ralph Bunche School are determined by aggregate and disaggregate data as guided by city, state and federal mandates and requirements. The Dual Language French, Dual Language Sp and Free-standing ESL programs are aligned with parent's requests. Parents are notified of their children's status as ELLs in their hom language

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	1	0	1	1	0	1	0	0	0	0	0	0	0	4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	1	1	0	0	1	2	0	0	0	0	0	0		5
<b>Total</b>	2	1	1	1	1	3	0	0	0	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Tot
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	21			3			0			24

ESL	9			3			0			12
Total	30	0	0	6	0	0	0	0	0	30

Number of ELLs in a TBE program who are in alternate placement:     

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>														

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	2	9	0	0	2	0	5	5	0	0	7	3	0	0	0	0	0	0	16	17
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>																				

Dual Language (ELLs/EPs) 9-12					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL

	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other ____	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 14      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):  
 African-American: 12      Asian: 0      Hispanic/Latino: \_\_  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 27

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	0	0	4	1	0	0	0	0	0	0	0	9
Chinese	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	1	0	0	0	0	0	0	0	0	0	2
<b>TOTAL</b>														

**A. Programming and Scheduling Information**

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, and Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, and ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
- e. Describe your plan for ELLs identified as having special needs.

The Freestanding ESL program services to ELLs who have opted into monolingual classes (grades K-5). The ESL teacher also collaborates with the Dual Language teachers to provide instruction (Push-In). The Freestanding ESL program follows two organizational models that are homogeneous:

- 1 Push-in model: The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time for Advanced students.
- 2 Pull-out model. ELLs (Beginners and Intermediates) who spend the majority of their day in a monolingual classroom are removed for ESL instruction.

Students are grouped for differentiated instruction based on grade and English proficiency level indicated by the NYSESLAT, LAB.R and Interim Assessments scores. The Freestanding ESL program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154 (CR Part 154). The Beginners and Intermediate students are provided with 360 minutes of ESL and the advanced students, 180 ESL and 180 minutes ELA minutes per week. ESL curriculum is aligned to standard based instruction and all classrooms follow a Balanced Literacy and Balanced Math approach using workshop model methodologies.

In the Freestanding ESL program, instruction is provided in English following the Balanced Literacy Approach. ESL techniques and methodologies are used to reach the different learning styles. Native language support is provided whenever possible using bilingual dictionaries, libraries, buddy systems and cooperative groupings. The content areas are also taught using ESL methodologies and techniques (Total Physical Response, Language Experience Approach, Music, etc.).

There is on-going articulation between the ESL teacher and the classroom teachers. The ESL teacher articulates with the classroom teacher to align and reinforce the classroom instruction during the ESL Pull-Out program. In addition, there is a weekly common prep for all teachers, including those who service the ELL population, to collaborate and around the needs of the students. In their planning, the stages of language acquisition (Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency) are taken into account and multi-level strategies are adapted to reach all of the stages. The specific strategies for instruction used for ELLs are dependent on the number of years that they have been in the New York City Public school system.

The English language arts standards are the basis for the Native Language Arts, English as a Second Language and English Language Arts curricula. The chart that follows identifies the required units of study for each of these

disciplines. Please note that a unit of study is equivalent to 180 minutes per week.

The goal of the Dual Language Spanish programs is to develop grade level appropriate bilingual academic skills in both English and the target language French. Their listening, speaking, reading and writing on the NYSESLAT and LAB-R determine the level of differentiated instruction for the ELLs. English Language Arts in the Dual Language French Program follows the same Balanced Literacy instructional Approach used to teach ELA in the other students. The instructional strategies are aligned to the ESL Learning Standards, methodologies and techniques. In the Spanish Dual Language classes, instructional time is divided between learning in Spanish and learning in English. Classes are integrated to promote cultural and linguistic exchanges among the students. Students learn the languages through content area instruction using grade-appropriate curriculum. The content areas are instructed by one classroom teacher in Spanish on one day and the next day's lesson is instructed in English by another teacher on an alternating-day schedule, thereby allowing both native English speakers and native Spanish speakers the opportunity to serve as peer coaches or "teachers."

The Dual Language Spanish Program uses a 50:50 Model. The program is designed to develop communication skills in both languages (listening, speaking, reading and writing). As well as providing an appreciation of the history and culture of the United States and the student's country of origin through the study of literature.

We focus our attention on the ELLs with Interrupted Formal Education (SIFE). Once identified, the ESL and classroom teachers monitor these students' academic performance and progress rigorously. They receive similar instruction provided to the other ELLs and additional academic intervention services. In order to enhance these students' achievement and language acquisition, specific strategies such as nonverbal cues, modeling and visuals are emphasized. Differentiated and targeted instruction to meet their individual academic needs is delivered in both languages (English and Native) with the emphasis on developing literacy in their native language while transitioning into English. The importance of providing these students with multicultural lessons to validate their cultures and languages as well as providing them with reading opportunities in their native language is acknowledged. Positive reinforcement, continual articulation with teachers and parental involvement are factors that support the academic growth of our ELLs. They are also supported through a Title III afterschool program.

All ELLs with less than three years (Newcomers) in the New York City Public School system are provided with ESL instruction as specifically mandated based on their proficiency levels as discussed previously in the narrative. These students receive ESL services and Native language instruction in the Dual Language French classes. They are supported with Native language texts as well as books in the classroom libraries which cover a wide readability level and/or high interest particularly in the non-fiction genre. They receive ELA instruction conducted in English using the Readers'/Writers' Workshop Model with the integration of ESL methodologies. The methodologies used are Total Physical Response (TPR) and the Language Experience Approach (LEA) which provide the students with experiences for which language is generated and used to expand vocabulary and comprehension. We ensure the coverage of basic sight words when instruction focuses on vocabulary building. Other effective strategies include the integration of the arts in the teaching of the core curricula and the process of making cultural connections.

The use of grade appropriate games and manipulative such as picture cards, big books and arts and crafts happen to be effective motivating tools and frequent use of Read-Aloud and Read Along to enhance the ELLs listening comprehension and vocabulary development. We promote the importance of creating a non-threatening environment that lowers the Affective Filter in order to facilitate the acquisition of the English language. We address these measures through informal peer counseling meetings, parent/child presentations (and sharing about cultures) in the classrooms and at whole school assemblies. There is also a Title III After school program that assists the newcomers with academic support and adjustment.

The ELLs who have four to six years in New York City public schools receive ESL instruction based on their proficiency levels as previously mentioned. During the Push-In/Pull-out services, ESL instruction is supported by

Native Language texts as well as leveled books in the classroom libraries, which cover high interest particularly in the non-fiction genre. They also receive ELA instruction conducted in English using the Readers'/Writers' Workshop Model with the integration of ESL methodologies. Modeling of the writing and reading skills are incorporated in the direct instruction component of the reading and writing workshops to scaffold the learning of new contents and genres. Also, music is used as a prompt or motivation. We implement the Learning Experience Approach and hands-on interdisciplinary approach, which usually culminates in a project, based format, i.e., a videotape of recorded speeches, presentations, and plays. Drama and role-playing are other activities that foster language development skills of our ELLs. Parent participation is encouraged through school trips which are followed up with class discussions and reflections. At this juncture in the students' education, we assist our ELLs in developing realistic goals to support their on-going progress. We also praise and acknowledge the multiple modes of learning to enhance or maintain their self-esteem.

Long term ELLs with six or more years in the New York City Public School System are provided with ESL instruction mandated by their level of proficiency. In addition to the types of instruction provided to the other groups, this group requires more rigorous instruction in the areas of reading and writing. Study skills, use of graphic organizers, and understanding of test structures and terminologies supports the growth of their academic skills. The building of their prior knowledge through independent reading and research based activities is prevalent to the development of their comprehension levels. We encourage the integration of technology as a resource to enhance the effectiveness of instruction.

We provide our ELLs with special needs (Special Education) with appropriate levels of intervention along with ESL and Native Language support based upon IEP recommendations and language proficiency levels to. The students receive ELA instruction using the Readers'/Writers' Workshop Model with the integration of both special needs and ESL methodologies. Ongoing reviews are held to coordinate and maintain appropriate services for our ELLs with IEPs.

### English Language Requirements

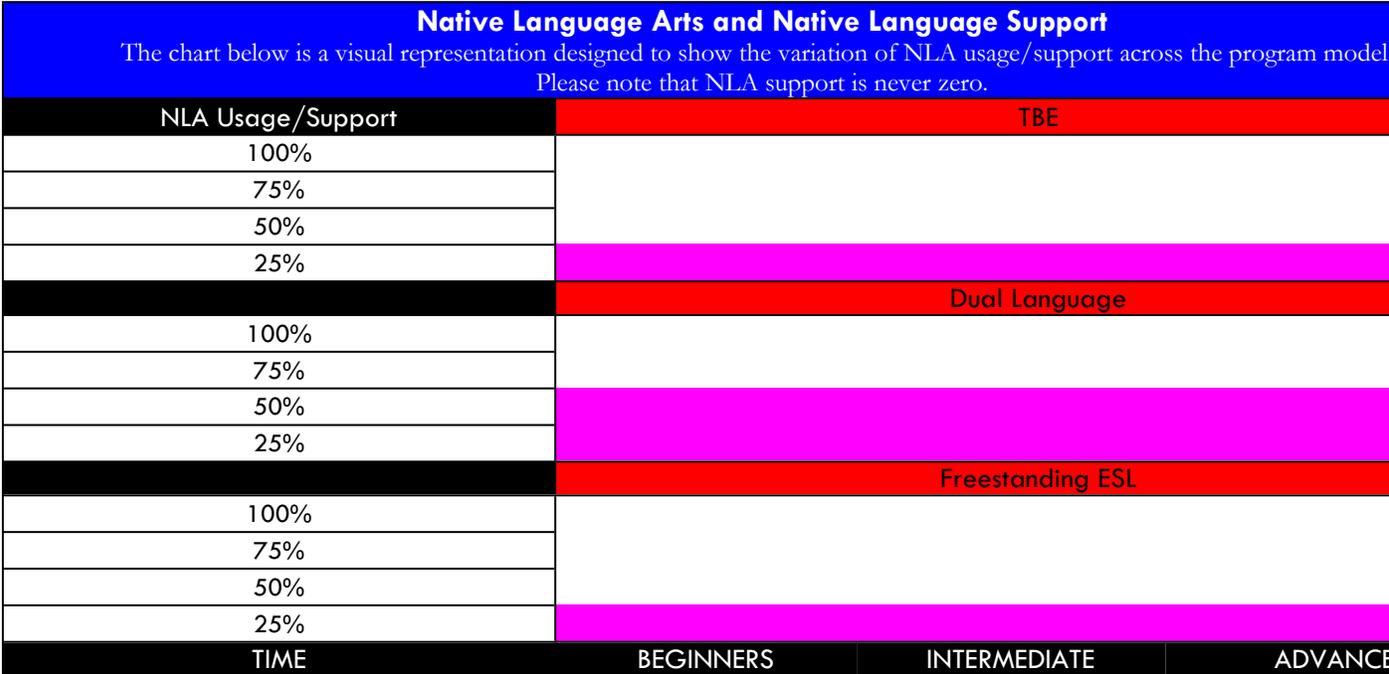
	Grades K-8			Grades 9-12		
	Number of Units			Number of Units		
	ESL	NLA*	ELA	ESL	NLA*	ELA
	2	1	-	3	1	-
	2	1	-	2	1	-
	1	1	1	1	1	1

**3**

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other 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.
  - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
  - What new programs or improvements will be considered for the upcoming school year?
  - What programs/services for ELLs will be discontinued and why?
  - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your school building.
  - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials and subgroups if necessary)?
  - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
  - Do required services support, and resources correspond to ELLs' ages and grade levels?
  - Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
  - What language electives are offered to ELLs?

The Academic Intervention Services (AIS) program is designed to help (K – 5) grades students in general education including ELLs who are struggling to achieve the learning standards in English Language Arts, Mathematics, Science and Social Studies. A student becomes eligible for AIS when he/she does not meet the standards on the state assessment in English Language Arts, Mathematics, Science and Social Studies or does not meet the standards on the benchmark assessments administered in September. Not meeting the standards or performing below grade expectations set by the State-designated performance benchmark level 3. We also offer a Title III after-school program, Ujima and Kaplan geared specifically to address the needs of our ELLs students.

Fully English Proficient students are assisted as needed. After they are exited as ELLs, they are monitored for 1-2 years to ensure they are performing satisfactorily and support services are offered based on student need. Support services may be limited to specific content area or the student may be provided with ESL services again if necessary.

ELLs are fully mainstreamed in all activities the school has to offer. For example, 100 Book Challenge, Book Club, Gym, swimming, theater arts. Not only are they incorporated during the day but our extracurricular activities are also. Early Morning programs and Ujima are supplemental services offered to ELLs in our building.

Time to know and Pearson programs are instructional materials are used to support ELLs. In addition, language books and materials (technology) are used to support ELLs.

The materials used in the ESL program to address the (but not limited to) Into English by Hampton Brown, a program characterized by its resources for real communication, thematic units, grade level content, multi-level teaching strategies and special help for newcomers. It incorporates authentic literature and connects lessons to build, widen and deepen language across the curriculum. It provides ongoing authentic assessments and includes visuals, literature, big books, audio cassettes, and manipulatives, technology, and ESL library and activity books. In addition, we also use Intensive English by Santillana, USA. This program is standards-based English language development program designed to help K-6 students acquire social and academic language skills through content-based instruction. The ESL teacher articulates with the classroom teacher to find out units/themes for reinforcement during Pull-Out ESL sessions. The stages of language acquisition (Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency) are taken into account and the teacher uses multi-level strategies that are adapted to reach all of the stages.

The supplemental materials used in order to address the skills and instructional objectives of the ELLs are as follows:

- 1 English in Action Series (Thomson-Heinle)
- 2 Expressways (Pearson-Longman)
- 3 New Practice Readers (Phoenix Learning Group)
- 4 Ready to Go 1-4 (Pearson- Longman)
- 5 Real Life English Series (Steck-Vaughn)
- 6 Scott Foresman English Series
- 7 Side by Side (Pearson-Longman)
- 8 Weaving It Together: Connecting Reading and Writing Series (Thomson-Heinle)

Native language use is fully embraced, encouraged and integrated in both Dual language Freestanding ESL and Immersion. The required services support and resources correspond to ELLs' ages and grade levels.

Before the beginning of the school year, newly enrolled ELL students are invited to meet the school's administration. .

The language elective offered to ELLs is French Enrichment.

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	3	2	3	2	1	0	0	0	0	0	0	0	14
Intermediate(I)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Advanced (A)	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Total	7	3	2	3	2	1	0	0	0	0	0	0	0	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B	3	3	2	3	3	3	0	0	0	0	0	0	0
	I	0	1	0	2	2	2	0	0	0	0	0	0	0
	A	0	0	0	1	3	0	0	0	0	0	0	0	0
	P	0	0	0	2	4	0	0	0	0	0-	0	0	0
	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	0	0	2

4	1	9	2	0	12
5	4	7	4	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual SpEd	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	1	0	0	0	0	0	2
4	1	0	4	3	5	0	1	0	14
5	2	0	7	1	4	1	2	0	17
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	6	2	2	0	1	0	14
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	0	4	0	4	0	0	0	15
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math ___	0	0	0	0
Math ___	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other ___	0	0	0	0
Other ___	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

## Assessment Analysis

Include multiple assessments for grade-level spans used to inform the LAP:

### City/State Tests

### Diagnostic Assessments

English Language Arts  
Interim Assessments

NYSESLAT

Math  
Science  
Social Studies

Since P.S 125 does not offer a Transitional Bilingual program, we do not administer ECLAS, EL SOL, ELE and Chinese Reading assessments.

The interim assessment is used to confirm the trends identified through the NYSESLAT. On a consistent basis, key staff members meet to analyze and interpret student data from numerous sources (ACUITY, Running Records, Student Portfolios, etc). The analyses are used to inform teachers as to which academic areas and skills to prioritize for intervention and support. In addition, the available data continues to inform us on how to plan for differentiated instruction.

The Native Language Arts component in the French Dual Language provides instruction in the students' home language (French) using the 50:50 model and alternating days (K-2), designed to develop communication skills (listening, speaking, reading and writing) in the students' home language (French) as well as providing an appreciation of the history and culture of the United States and the student's country of origin through the study of literature.

After reviewing the NYSESLAT and LAB-R data for newly enrolled ELLs (first year students), our findings indicate that reading and writing modalities posed a greater challenge for them. Students acquire listening and speaking skills more rapidly than reading and writing skills. SIFE students require Title III after-school program to assist them with homework and the acquisition of English.

As a school it is imperative to assess and review data on a frequent and on-going basis. In analyzing the NYSESLAT data for the ELLs, we discovered that Reading and Writing modalities are challenging for all ELLs. Grades 5 students perform better in Listening and Speaking modalities than those in grades K through 4. All ELLs acquire Listening and Speaking skills more rapidly than Reading and Writing skills. Those scoring at lower levels are for the most part new arrivals to the country. 96% of the ELLs have passed the State English Language test and excelled on the State Math.

The patterns on the NYSESLAT and LAB-R indicate that there is a need for additional support with Reading and Writing skills. Differentiated instruction is required in order to address the needs of our ELLs and continued implementation of Readers/Writers' Workshop with the extended use of ESL methodologies. Grades K-2 ELLs should be provided with more listening and speaking opportunities or activities in order to augment their academic vocabulary. To increase the acquisition rate among the new arrivals, peer tutoring and buddy should be utilized.

## Professional Development and Support for School Staff

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### Professional Development and support for School Staff

Professional development is provided to all staff including administrators, bilingual teachers, subject area coordinators, specialists, ESL teachers, Special Education teachers, and the school community at large. The Parent Coordinator serves as the facilitator for parents whose first language is Spanish and consequently engages in staff development workshops.

Grade groups meet weekly for 90 minutes of professional development that is built into the school schedule. Classroom teachers are provided with professional development workshops on using data to drive instruction and implement differentiated instruction in the classrooms. The classroom teachers meet once a month to reflect on their practice and plan using available data. To differentiate the support, the inquiry team will form a study group to conduct a deeper analysis of language acquisition practices and academic language development across content areas. The ESL teacher will also facilitate workshops on scaffolding language in the content areas, differentiation in the classroom for ELLs within a Balanced Literacy/Math classroom. During their bi-monthly meeting, they will focus on specific ESL methodologies to address the proficiency levels and modalities, alignment of ESL Learning Standards with curriculum, and on how to integrate students' cultures into the curriculum areas in order to improve self-efficacy. In addition, the ESL teacher will attend a series of trainings offered by ISC and Network 19. These ongoing trainings focus on specific assessments (NYSESLAT, LAB-R, and Interim) for the purpose of grouping and informing instruction. Other topics such as NLA, ESL and ELA standards are also incorporated in the content of the monthly training sessions. This model allows for the provision of the 7.5 hours mandated ELL training.

The school's parent coordinator, administration and guidance counselor serve as the Articulation Team to provide various means of improving communication among elementary, middle and high school levels. Meetings are arranged to familiarize ELLs elementary school students and parents with middle school programs and middle school students and parents with high school programs to ensure a smooth transition.

November 17, 2010	Identification and Assessments of ELLs
December 10, 2010	How to create a Welcoming environment for ELLs
January 21, 2011	Establishing a Home-School Connection- ELLS
February 18, 2011	Differentiated Instruction in the Classroom
March 18, 2011	Balanced Literacy with ELLs
April 13, 2011	Teaching of Content Areas to ELLs

### Parent Involvement

We have orientations for parents of newly admitted English Language Learners during the academic school year. The ESL teacher speaks Spanish, French and English and is able to provide parent workshops to meet the needs of parents. In addition, our parent coordinator is bilingual (Spanish) and can provide training in Spanish for the majority of our population that happens to be Spanish Speaking. We provide a video given by the NYC Department of Education informing and describing the different types of programs parents can choose for their child. During orientation the parent coordinator and the ESL teacher present expectations, state standards and general information.

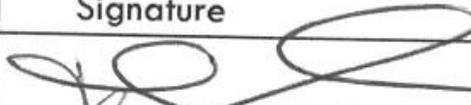
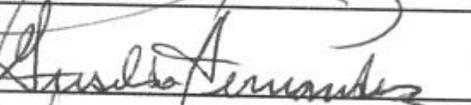
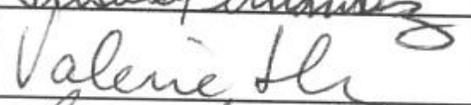
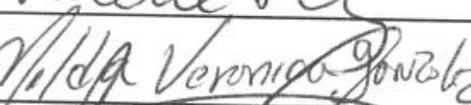
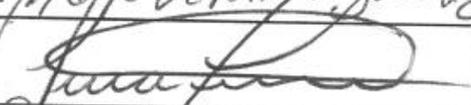
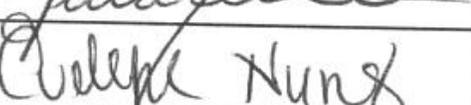
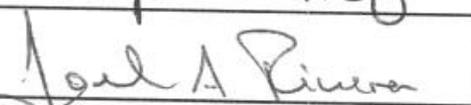
about bilingual and ESL programs. In addition, the school community offers open houses, tours, and meetings with parents. The goal of these gatherings is to share information in an informal manner with the in stimulating productive communication, parental awareness and involvement to support student achievement. There will be workshops involving parents regarding statewide educational standards and initiatives, math, lit helpful hints relative to parenting and building positive home and school relationships.

Parent needs are evaluated through surveys and informal conversations. As well as, feedback provided by schools' PA and their executive board.

As we continue to gather our energies around student achievement, our efforts are supported by the following organizations:

- 12 Asphalt Green Swimming School Partnership provides swimming instruction to students in grades 1-5 through their Waterproofing Program.
- 13 Renaissance Accelerated Literacy, Reading Motivational Program
- 14 Barnard College Tutoring Program, - Student Interns
- 15 Columbia University – Power Lunch/Everybody Wins Reading Enrichment
- 16 B’Nai Jeshurun Volunteers Tutoring Program - Literacy 1-3<sup>rd</sup> grade, Mathematics 4<sup>th</sup> grade,
- 17 The French Heritage Language Program, from the non-profit French-American Cultural Foundation (FACE), - After school Program
- 18 City Call Theatre Arts Partnerships
- 19 AUSSIE Professional development Literacy and Technology
- 20 UJIMA – After school program
- 21 Edison Learning-SES provider

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature
Rafaela Espinal	Principal	
Michelle King	Assistant Principal	
Griselda Hernandez	Parent Coordinator	
Valerie Henry	ESL Teacher	
Veronica Rondon-Gonzalez	Parent	
Pura Luna	Teacher/Subject Area	
Evelyn Nunez	Teacher/Subject Area	
Joel Rivera	Coach	
	Coach	
Mirielle Samson	Guidance Counselor	
Alice Brown	Network Leader	
	Other ____	



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$200, 253	\$55,078	\$255,330
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2, 002	\$550.78	\$2, 552.78
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10, 012	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20, 025	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written

parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**The Parent Involvement Policy will be distributed in November 2010 to all Title I parents and the annual review held. Consequently, the Policy discussed and currently being implemented is described below;**

Public School 125 believes that through a strong parent-teacher partnership all students can reach the highest standards of achievement.

Parent Involvement at Public School 125 will be actively supported by:

1. Assuring that all parents have ample opportunities to voice their ideas, concerns and comments to the Principal, School Leadership Team and/or PA Executive Board.
2. Assuring that all parents will be supported in their efforts to become involved in the education of their child by offering workshops, meetings and conferences which explain the school's CEP, reimbursable programs and services, parent-school compact, school safety rules and regulations and parenting skills.
3. Providing ample opportunities for parent access to student information regarding academic progress, his/her instructional program, behavior, attendance and health.
4. Encouraging parent volunteer training with School Learning Leaders.
5. Providing family inter-active curriculum workshops during the school day, evening and designated Saturdays.

Continuing to encourage parent participation in the School Leadership Team, Book Clubs and other school-wide committees.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### Teachers and Parents Working Together To Insure That All Students Reach High Standards of Achievement

##### The School Agrees To:

1. Schedule monthly parent meetings, workshops and conferences for Title I parents; encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services.
2. Offer parent workshops with flexible scheduling, which serve to enable parents to help students to achieve higher performance standards in literacy and mathematics.
3. Provide a quality educational program in a nurturing and child centered environment, which supports all children performing at their personal best and striving to achieve higher standards.
4. Strengthen communication between home and school by:

- Establishing a viable PTA
- Conduct Parent/School Orientation Meeting
- Conduct Parent Curriculum Conferences
- Parent/Teacher Conferences
- Encourage parent participation in school Volunteer Program
- Parental participation on School Leadership Team
- Parent participation on School Safety Committee

Saturday Family Arts Workshops  
Saturday Community Trips

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

#### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart 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.

		Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			168,214	✓	21,23,25,68
Title I, Part A (ARRA)	Federal	X			54,527	✓	21,23,25,65
Title II, Part A	Federal	X			117,392	✓	31
Title III, Part A	Federal		X		15,000		
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			1,476,007	✓	23,25

- 
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.