



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE RALPH BUNCHE SCHOOL

DBN : 05M125

PRINCIPAL: REGINALD HIGGINS

EMAIL: RHIGGINS@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

THE RALPH BUNCHE SCHOOL 2012-2013 CEP

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SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Reginald Higgins	*Principal or Designee	
Benjy Blatman	*UFT Chapter Leader or Designee	
Tamara Cummings	*PA/PTA President or Designated Co-President	
Haywood Everett	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donna Marhold	Member/UFT	
Brenda Fox	Member/UFT	
Daiyu Suzuki	Member/Parent	
Lakisha Johnson	Member/Parent	
Tameka Silva	Member/Parent	
Crystal Nelson	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 44% of our students (15 of 34 students) in the target group will demonstrate progress towards achieving state standards as indicative of the overall goal of 60% at Level 3 or Level 4 on the 2013 NYS ELA.

Comprehensive needs assessment

Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-2008, 2008-2009, 2010-2011 show subgroups that did not make AYP on ELA. Negative trend data for ELA and subgroups for 2007-2008, 2008-2009, 2010-2011 as indicated by a decrease in the percentage of students who have made a decrease in the Performance index by 5%.

Performance data for the school on the NYC DOE Progress Report:

<i>School Year</i>	<i>Percentage of Students at Level 3 or Level 4</i>	<i>Average Student Proficiency</i>	<i>Median Adjusted Growth Percentile</i>	<i>Median Adjusted Growth Percentile for School's Lowest Third</i>
2011-2012	29%	2.62	55.5	74.5
2010-2011	23.9%	2.49	56.0	72.5
2009-2010	22.7%	2.39	66.0	79.5

• **Embrace a Standards-Based Education**

- ❖ Clear expectations are outlined by grade for the students at the school
- ❖ Track and measure student progress against the Common Core Learning Standards as measured on baseline, mid-line, and end-of-year assessments in all content areas
- ❖ Danielson Framework for Teaching guides teaching practices to ensure students meet the standards
- ❖ Journeys basal literacy program is used for reading and writing, Everyday Mathematics is used for mathematics, Houghton-Mifflin Social Studies is used for social studies and FOSS is used for science.
- ❖ Information regarding the curriculum can be found in curriculum maps at each grade level in literacy and math (we are working to integrate science and social studies units into our existing curriculum maps)
- ❖ Information regarding curriculum is communicated to students, parents, and families through the office of the parent coordinator

- **“Framework for Effective Teaching”**

- ❖ Danielson Framework for Teaching is used to identify effective and highly teaching practices
- ❖ School leaders engage in formal observation and short-frequent cycles of observation
- ❖ Specific and timely feedback is provided through oral and written communication
- ❖ Professional development and support for staff is differentiated

- **Test Preparation**

- ❖ Instructional cabinet members identify priority skills
- ❖ Teachers explicitly design instruction and learning opportunities that are matched to what students will be tested on
- ❖ Testing coordinator aligns ACUITY assessments to state exams in ELA and Math
- ❖ Teachers design questions that are closely aligned to state exams

- **Strategic Intervention-Creating 3 Levels of Learners**

- ❖ School leaders in collaboration with teachers identified the students who are expected to meet proficiency and above (This group is called Excelsior).
- ❖ School leaders in collaboration with teachers identified the students who may be able to hit the mark and provided double doses of targeted, literacy and mathematics instruction (This is group is called VIP)[**TARGET GROUP**]
- ❖ School leaders in collaboration with teachers identified the “most severe” students and provide at-risk support services (This group is called Miracle)
- ❖ School leaders assign teachers target groups of students based on their expertise and experience
- ❖ School leaders revise the school schedule to accommodate (2) intervention periods of targeted instruction

The school will work on the implementation of an ELA curriculum that it is clearly aligned with the NYS P-12 Common Core Learning Standards in English language arts. A significant part of this work will be in addressing the instructional shifts in literacy. While the current map relies heavily on the scope and sequence found in Journeys, please be mindful that this is a work in progress. The ultimate goal is to integrate the six shifts into concept-based curriculum maps (social studies and science) that align English language arts standards as well as grade-level content.

Targeted population will attend a weekly Targeted Intervention Period for small group instruction and to prepare for the NYS ELA test. An element of the selection criteria for the teacher is a demonstrated ability to work with students at/above grade level standards, at-risk students, students below grade level standards and advance each student at his or her optimal pace using learning activities and assessments that teachers use to develop and assign individually-tailored learning plans. Classroom teachers provide reports on student progress in real-time, enabling Targeted Intervention Period teachers to quickly identify trends, diagnose student-learning needs, and focus their efforts on the topics students find most challenging.

Grade level teachers hold teacher team meetings to share best practices and engage in collaborative inquiry through case studies.

Teachers plan classroom activities with the use of content area readings to enhance student's factual responses and stimulate critical thinking.

The data agreed to examine and track to understand success towards these goals are the ACUITY literacy assessments aligned to the Common Core Learning Standards.

Strategies to increase parental involvement

Parents will be trained on how to use ARIS Parent Link.

The Parent Coordinator and other staff (e.g., Principal, Assistant Principal, Teachers) will attend regularly scheduled parent meetings (i.e. PA) to share information and respond to parent questions and inquiries.

The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in ELA.

The school will host curriculum nights and create a parent resource library with user-friendly instructional materials and guides.

The school will host parent/child-tutoring sessions to ensure they are using appropriate strategies and questioning skills when working at home with their child.

Lead Teachers and ESL teacher will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.

The Parent SLT members will report back to their constituency.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, 38% of the students (9 out of 24) in our target group will demonstrate progress towards achieving state standards 60% at Level 3 or Level 4 on the 2013 NYS Math.

Comprehensive needs assessment

Examining the sub-groups of our student body reveals that girls (6%), general education (13%), economically disadvantaged (13%), and African Americans (13%) scored at Level 3 and above for grade 4. Grade 4 had the least amount of students meet proficiency. The percentage of all tested students who scored at Level 3 and above: THIRD GRADE (26%/2010 and 61%/2011 resulting in a 35% increase) FOURTH GRADE (34%/2010 and 14%/2011 resulting in a 20% decrease) FIFTH GRADE (29%/2010 and 54%/2011 resulting in a 25% increase). According to the NYC Progress Report 43.5% of students in grades 3, 4, and 5 scored at Level 3 and above. Safe Harbor is an alternate way for subgroups within a school to make AYP. Subgroups are considered as meeting AYP if there is a 10% reduction in students not meeting state standards. Based on the NYS Report Card African Americans met AYP using the Safe Harbor Target.

Performance data for the school on the NYC DOE Progress Report:

School Year	Percentage of Students at Level 3 or Level 4	Average Student Proficiency	Median Adjusted Growth Percentile	Median Adjusted Growth Percentile for School's Lowest Third
2011-2012	45.7%	2.94	60.0	61.0
2010-2011	43.5%	2.82	64.0	64.0
2009-2010	31.4%	2.60	61.5	72.0

The school will work on the development and implementation of NYC DOE math tasks that are clearly aligned with the NYS P-12 Common Core Learning Standards in mathematics. A significant part of this work will be in addressing the instructional shifts in mathematics. While the current map relies heavily on the scope and sequence found in Everyday Mathematics, please be mindful that this is a work in progress. The ultimate goal is to integrate the six shifts into concept-based curriculum maps (social studies and science) that align Mathematical standards as well as grade-level content.

Targeted population will attend a weekly Targeted Intervention Period for small group instruction and to prepare for the NYS Math test. An element of the selection criteria for the teacher is a demonstrated ability to work with students at/above grade level standards, at-risk students, students below grade level standards and advance each student at his or her optimal pace using learning activities and assessments that teachers will use to develop and assign individually-tailored learning plans. Classroom teachers provide reports on student progress in real-time, enabling Targeted Intervention Period teachers to quickly identify trends, diagnose student-learning needs, and focus their efforts on the topics students find most challenging.

Grade level teachers hold teacher team meetings to share best practices and engage in collaborative inquiry through case studies.

Teachers plan classroom activities with the use of content area readings to enhance student's factual responses and stimulate critical thinking. The data agreed to examine and track to understand success towards these goals are the ACUITY mathematics assessments aligned to the Common Core Learning Standards.

Strategies to increase parental involvement

Parents will be trained on how to use ARIS Parent Link.

The Parent Coordinator and other staff (e.g., Principal, Assistant Principal, Teachers) will attend regularly scheduled parent meetings (i.e. PA) to share information and respond to parent questions and inquiries.

The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in Math.

The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.

Lead Teachers and ESL teacher will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.

The Parent SLT members will report back to their constituency.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013.

SES programs: While the service providers come with their own programs, they are working with the school to highlight the portions of their work that enhances our school's goals in ELA and Mathematics.

ARO and Columbia Wind Ensemble will work with students to communicate ideas through the ARTS. This secondary set of communication skills to 'tell a story' and will help the students in enhancing their written work and comprehension in order to improve students' achievement.

American Classical Orchestra-The Classical Music for Kids is created as an education and out-reach program to introduce children to the pleasures of classical music in an interactive, age-appropriate entertaining format.

Build Our Kids Success (called "BOKS") promote the profound impact on physical activity on a child's mind, body, and community. Used as a before-school physical activity program for students that sparks their mind and body for better learning during the school day. The program's goals are:

- Use play as a physical activity to jump start our kids' brains for better learning
- Increase opportunities for kids to be physically active
- Create healthier, life-long habits
- Improve kids academic performance
- Help achieve national guidelines of 60 minutes of physical activity a day for children

Asphalt Green Recess Enhancement Program (REP) transforms the culture of recess in our school by engaging students and staff in a variety of cooperative games. The program creates a safe environment where children can have fun and be physically active while maintaining a sense of independence and ownership of the recess period. In addition, to physical benefits, REP also helps students develop leadership and social skills by empowering them to lead and teach games to their peers. The end result is an educated community of students who utilize the entire recess period to play games they love that keep them physically active and safe on the playground.

Adapting Project TIPS* Learning Technology Grant (LTG): *Teaching Interdisciplinary Problem Solving

Overview: P.S. 125 participated in a competitive application for a three-year NYSED Learning with Technology Grant (LTG). TIPS was originally a multi-year \$7M+ technology project for Bronx schools. Participants learn to use the TIPS' Problem-Based Learning Internet applications to integrate them to improve teaching and learning by creating WebQuests (online lessons) and PowerPoints.

C8Kids™

C8 was designed by neuroscientists at Yale School of Medicine as a tool for early identification of cognitive strengths and weaknesses - and the most advanced cognitive intervention program ever created for schools. *C8Kids* can actually improve brain strength, stamina and speed. Designed by some of the world's foremost experts on the developing human brain, the C8 Sciences cognitive cross training system provides computer activities and physical exercises that work together to strengthen the brain's core cognitive capacities. Not surprisingly, students in the program have posted remarkable gains in high stakes reading and math tests.

Game-based cognition training for brain and body

The system is comprised of computer games and physical exercises that start off with simple cognitive tasks - like pattern completion, memorization exercises, or category recognition. Those tasks get harder and more complex in response to each student's unique strengths. Each student works through a completely differentiated training program based on their cognitive needs and abilities.

Creative Arts Workshops for Kids (CAW)

Creative Arts Workshops for Kids (CAW) is a nonprofit 501(c)(3) organization that improves the lives of underserved Northern Manhattan youth ages 4-24 through the use of visual, performing, and technology arts. CAW offers free Saturday and After-school workshops for P.S. 125 students in the areas of urban design and photojournalism.

ArtsConnection offers:

- In-school and afterschool residencies in dance, music, theater and the visual arts
- Collaborations between classroom teachers and teaching artists
- Exhibitions of student work
- Professional performances
- Professional development for classroom teachers, teaching artists and arts specialists

Curriculum at ArtsConnection is developed by their individual teaching artists and through collaborative inquiry processes with classroom teachers. The work is rooted in the artistic process, the school contexts in which it takes place and responds to the needs of the students who experience it. What they present as curriculum, therefore, is not a recipe for what we do but also a description of how and why.

KINVOLVED

We are dedicated to improving student attendance, particularly in disadvantaged communities, using a three-pronged approach:

1. Real time communication of attendance records to families
2. Critical analysis of classroom attendance data
3. Political advocacy and community development to improve classroom attendance

To facilitate school-family communication, Kininvolved offers teachers a web app, which can be used on any device with an Internet connection, free of charge, to:

- Record and save attendance records in 60 seconds
- Notify parents/guardians of absence or tardiness in real time via text message or email*
- Graphically analyze class/student attendance trends

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, PK – 5 teachers of ELA will adapt/adopt and teach two Common Core-aligned units, one of which must align to the DOE's selected standards for 2012-13 and build upon the work done in the 2011-12 school year. Rubric.

Comprehensive needs assessment

- In order to ensure instructional coherence, the need for curriculum alignment through teacher was evident.
- Based on our students current level of performance in regards to state academic content and student achievement standards, our school can benefit from consistent and coherent monitoring, revising, and alignment of literacy goals and instruction as based on the Common Core Learning Standards
- The 2012-13 Citywide Instructional Expectations recommended a clear focus on embedding higher order thinking skills, differentiation, rigorous thinking and project-based learning so that all students have the opportunity to undertake research and be more active learners.
- The students' item analysis results from the NYS ELA Exam, School Curriculum, End of Year Report Card grades, ACUITY assessments and Performance Series assessments have also indicated the need to develop integrated units of work, embedding richer performance or project based learning tasks that develop higher order thinking skills, aligned to the CCLS.

Instructional strategies/activities

The Ralph Bunche School Literacy Committee led by ELA Lead Teacher will facilitate the implementation of this action plan as well as on-going teacher professional development, and will support the Parent Coordinator in all family outreach efforts.

Teachers will adapt/adopt a Common Core aligned unit of study. Each unit of study will include:

- Content and skills students need to know and be able to perform that align to three to six primary standards to be assessed by the culminating task;
- A pre-assessment that helps to surface students' understanding of the concepts and where understanding ends/breaks down. The pre-assessment should delineate the linguistic and content needs of ELLs;
- A series of learning experiences that build students toward accomplishing the goals of the unit and that reveal a conceptual progression and connection to relevant previously learned and future concepts;
- A culminating task that assesses the unit's primary standards;
- A mix of explicit teaching and student investigation;
- Explicit teaching of academic vocabulary;

- Access for all students through multiple means of representation, action and expression, and engagement;
- Instructional supports, as needed, for ELLs and SWDs.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for developing a topic with facts, definitions, and concrete details;
- Teachers meet weekly in teacher teams to assess student work and plan lessons that examine a topic and convey ideas and information clearly;
- Teachers meet weekly in teacher teams to develop a rubric to assess developing a topic with facts, definitions, and concrete details;
- Teachers will choose whether one unit is aligned to science or social studies;
- Teachers will engage in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction. This work will be done in the context of the school's current ELA curriculum;
- Provide materials and resources to support the successful implementation of Journeys and Foundations (Title I);
- CFN 401 will provide an achievement coach to lead professional development sessions and work with teachers on examining student work to inform their classroom practices;
- Timeline for implementation (September 2012 through June 2013)

Enhance lessons activities at all grade levels using:

- Guided reading
- Self-selected reading
- Shared reading
- Conferencing
- Read-aloud
- Think-aloud
- Readers response journal
- Graphic organizers
- Shared writing
- Guided writing
- Self-selected writing

Strategies to increase parental involvement

Parents will be trained on how to use ARIS Parent Link.

The Parent Coordinator and other staff (e.g., Principal, Assistant Principal, Teachers) will attend regularly scheduled parent meetings (i.e. PA) to share information and respond to parent questions and inquiries.

The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in ELA.

The school will host curriculum nights and create a parent resource library with user-friendly instructional materials and guides.

The school will host parent/child-tutoring sessions to ensure they are using appropriate strategies and questioning skills when working at home with their child.

Lead Teachers and ESL teacher will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.

The school will share student work with families on the ELA common core aligned performance tasks. This event will occur at parent-teacher conferences. Teachers will review the performance task as part of the 2012-2013 Instructional Expectations. They will describe the ELA performance task to the family and explain what standards were addressed. Teachers will explain how they evaluated the assignment. They will describe the key criteria used for grading, and consider sharing a portion of the rubric. As well as, they will discuss the scale used to evaluate the work and discuss what a student needs to do to earn the highest score. Teachers will share an exemplary work sample. They will share the specific characteristics that make the work exemplary. Teachers will share the student's response to the ELA performance task. They will explain the student's score, identify the student's strengths and areas where he or she can improve.

Budget and resources alignment

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As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013.

SES programs: While the service providers come with their own programs, they are working with the school to highlight the portions of their work that enhances our school's goals in ELA and Mathematics.

B'Nai Jeshurun and Everybody Wins will provide reading assistance using our focus of content area reading and factual discussions. They have been paired with students from the Targeted ELA group to facilitate student achievement.

ARO and Columbia Wind Ensemble will work with students to communicate ideas through the ARTS. This secondary set of communication skills to 'tell a story' and will help the students in enhancing their written work and comprehension in order to improve students' achievement.

The Carmel Hill Fund Education Program-Accelerated Reader is a software tool that enables the school to monitor the quantity and quality of our students' reading practice. Accelerated Reader (called "AR" for short) also motivates students to read a greater quantity of books with more attention to their comprehension of written material, all the, while exposing the students to new genres and styles of literature.

Barnard College America Reads program assigns undergraduate and graduate students to work as tutors with students during the literacy block.

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- Collaborations between classroom teachers and teaching artists
- Exhibitions of student work
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- Professional development for classroom teachers, teaching artists and arts specialists

Curriculum at ArtsConnection is developed by their individual teaching artists and through collaborative inquiry processes with classroom teachers. The work is rooted in the artistic process, the school contexts in which it takes place and responds to the needs of the students who experience it. What they present as curriculum, therefore, is not a recipe for what we do but also a description of how and why.

KINVOLVED

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- Notify parents/guardians of absence or tardiness in real time via text message or email*
- Graphically analyze class/student attendance trends

Reading Partners

The Reading Partners program focuses on children from low-income communities who are struggling with reading. Working with partner schools, the program offers children one-on-one tutoring with a caring volunteer who is dedicated to one child's success.

Teachers refer English speaking, K-5 students who have fallen behind six months to two years in reading to Reading Partners. Once enrolled, students receive tutoring twice a week in 45-minute sessions.

Students who were once struggling in many subjects not only become proud, confident readers, but also transform into children excited about learning and succeeding. Each on-campus reading center operates in a converted classroom or a library. Every reading center is staffed by a Reading Partners Site Coordinator to work with the school staff, understand student needs, and guide volunteer tutors.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, PK - 5 teachers of math will adapt/adopt and implement two Common Core-aligned curriculum units, building upon the work of the 2012-13 school year.

Comprehensive needs assessment

- In reviewing the new CCLS and our own educational program, it was determined that we need to more tightly align our curriculum and academic tasks to the Common Core Learning Standards.
- Specifically, in assessing our students' mathematic levels and skills as defined on their NYS Mathematics Exam, School Curriculum, End of Year Report Card grades, ACUITY assessments and Performance Series assessments, it was further determined that cluster teachers would focus curricular and academic task actions around relevant mathematics-based standards.
- Finally, in analyzing our math tasks, we determined that our students' would unquestionably benefit from our adapt/adoption and implementation of tasks aligned to the CCLS where we engage in a complete protocol of staff review and analysis of the tasks and their outcomes once completed.

Instructional strategies/activities

- The Ralph Bunche School Math Committee led by Math Lead Teacher will facilitate the implementation of this action plan as well as on-going teacher professional development, and will support the Parent Coordinator in all family outreach efforts.
- Math Lead Teacher will revise curriculum maps and pacing calendar using the Core Curriculum Alignment Guidance for Everyday Mathematics. These resources provide guidance about how Everyday Mathematics lessons align to the Common Core grade-level content standards and the Mathematical Practices. They indicate whether the standards covered in each lesson are within major, supporting, or additional clusters, based on the Math Content Emphases.
- Math Lead Teacher will work with teacher teams to develop multi-step word problems that advance in complexity, over the grades and develop student's logical thinking.
- Teachers will adapt/adopt a Common Core aligned unit of study that incorporates opportunities for students:

PK and K (Operations and Algebraic Thinking)
1st and 2nd (Numbers and Operations in Base Ten)
3rd (Operations and Algebraic Thinking)
4th and 5th (Numbers and Operations—Fractions)
- Teachers will develop lessons that involve mathematical practices (modeling with mathematics, construct viable arguments, and/or critiquing the reasoning of others).
- Teachers meet weekly in teacher teams to assess student work and plan lessons that examine a domain of focus for their grade level.

- Teachers meet weekly in teacher teams to develop a rubric to assess student work.
- Provide materials and resources to support the successful implementation of EDM, Math in Focus, and Exemplars (Title I).
- CFN 401 will provide an achievement coach to lead professional development sessions and work with teachers on examining student work to inform their classroom practices.
- Timeline for implementation (September 2012 through June 2013).

Strategies to increase parental involvement

Parents will be trained on how to use ARIS Parent Link.

The Parent Coordinator and other staff (e.g., Principal, Assistant Principal, Teachers) will attend regularly scheduled parent meetings (i.e. PA) to share information and respond to parent questions and inquiries.

The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in Math.

The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.

Lead Teachers and ESL teacher will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.

The Parent SLT members will report back to their constituency.

The school will share student work with families on the Math common core aligned performance tasks. This event will occur at parent-teacher conferences. Teachers will review the performance task as part of the 2012-2013 Instructional Expectations. They will describe the Math performance task to the family and explain what standards were addressed. Teachers will explain how they evaluated the assignment. They will describe the key criteria used for grading, and consider sharing a portion of the rubric. As well as, they will discuss the scale used to evaluate the work and discuss what a student needs to do to earn the highest score. Teachers will share an exemplary work sample. They will share the specific characteristics that make the work exemplary. Teachers will share the student's response to the Math performance task. They will explain the student's score, identify the student's strengths and areas where he or she can improve

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X Title III X Grants _____ Other

If other is selected describe here:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013.

SES programs: While the service providers come with their own programs, they are working with the school to highlight the portions of their work that enhances our school's goals in ELA and Mathematics.

ARO and Columbia Wind Ensemble will work with students to communicate ideas through the ARTS. This secondary set of communication skills to 'tell a story' and will help the students in enhancing their written work and comprehension in order to improve students' achievement.

American Classical Orchestra-The Classical Music for Kids is created as an education and out-reach program to introduce children to the pleasures of classical music in an interactive, age-appropriate entertaining format.

Build Our Kids Success (called "BOKS") promote the profound impact on physical activity on a child's mind, body, and community. Used as a before-school physical activity program for students that sparks their mind and body for better learning during the school day. The program's goals are:

- Use play as a physical activity to jump start our kids' brains for better learning
- Increase opportunities for kids to be physically active
- Create healthier, life-long habits
- Improve kids academic performance
- Help achieve national guidelines of 60 minutes of physical activity a day for children

Asphalt Green Recess Enhancement Program (REP) transforms the culture of recess in our school by engaging students and staff in a variety of cooperative games. The program creates a safe environment where children can have fun and be physically active while maintaining a sense of independence and ownership of the recess period. In addition, to physical benefits, REP also helps students develop leadership and social skills by empowering them to lead and teach games to their peers. The end result is an educated community of students who utilize the entire recess period to play games they love that keep them physically active and safe on the playground.

**Adapting Project TIPS* Learning Technology Grant (LTG):
*Teaching Interdisciplinary Problem Solving**

Overview: P.S. 125 participated in a competitive application for a three-year NYSED Learning with Technology Grant (LTG). TIPS was originally a multi-year \$7M+ technology project for Bronx schools. Participants learn to use the TIPS' Problem-Based Learning Internet applications to integrate them to improve teaching and learning by creating WebQuests (online lessons) and PowerPoints.

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Game-based cognition training for brain and body

The system is comprised of computer games and physical exercises that start off with simple cognitive tasks - like pattern completion, memorization exercises, or

category recognition. Those tasks get harder and more complex in response to each student's unique strengths. Each student works through a completely differentiated training program based on their cognitive needs and abilities.

Creative Arts Workshops for Kids (CAW)

Creative Arts Workshops for Kids (CAW) is a nonprofit 501(c)(3) organization that improves the lives of underserved Northern Manhattan youth ages 4-24 through the use of visual, performing, and technology arts. CAW offers free Saturday and After-school workshops for P.S. 125 students in the areas of urban design and photojournalism.

ArtsConnection offers:

- In-school and afterschool residencies in dance, music, theater and the visual arts
- Collaborations between classroom teachers and teaching artists
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- Professional development for classroom teachers, teaching artists and arts specialists

Curriculum at ArtsConnection is developed by their individual teaching artists and through collaborative inquiry processes with classroom teachers. The work is rooted in the artistic process, the school contexts in which it takes place and responds to the needs of the students who experience it. What they present as curriculum, therefore, is not a recipe for what we do but also a description of how and why.

KINVOLVED

We are dedicated to improving student attendance, particularly in disadvantaged communities, using a three-pronged approach:

1. Real time communication of attendance records to families
2. Critical analysis of classroom attendance data
3. Political advocacy and community development to improve classroom attendance

To facilitate school-family communication, Kininvolved offers teachers a web app, which can be used on any device with an Internet connection, free of charge, to:

- Record and save attendance records in 60 seconds
- Notify parents/guardians of absence or tardiness in real time via text message or email*
- Graphically analyze class/student attendance trends

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

By June 2013, 100% of all classroom teachers will receive at least six classroom observations to assess their professional skills, behavior and knowledge using a teacher practice rubric (Danielson's A Framework for Teaching) as measured in the ARIS Learn Talent Management Profile. Teachers will build a firm, shared understanding of instructional excellence, and therefore will have a greater impact on student learning.

Comprehensive needs assessment

Data for the school on the NYC DOE Learning Environment Survey:

Question to Teachers "School leaders give me regular and helpful feedback about my teaching. (7.8)

Strongly Agree 47%, Agree 41%, Disagree 12%, Strongly Disagree 0%

"Our strongest school cultures demonstrate that when teachers thrive, students thrive. Decades of research prove what educators, students, and families know from direct experience: teachers have a greater impact on student success than any other school factor. To support teachers as we begin to integrate new, higher standards, school leaders will ensure that teacher development focuses on supporting all teachers to meet the Common Core standards." NYC DOE Common Core Library

To improve the instructional core across classrooms, the principal will strengthen the common language and understanding of what quality teaching looks like by deepening the Ralph Bunche School community's comprehension of Charlotte Danielson's Framework for Teaching. In the 2012-13 school year, the principal will conduct frequent cycles of formative classroom observations and feedback, and professional development to support improved teacher practice.

Improve teacher effectiveness by developing a shared understanding of instructional excellence with the Danielson Framework.

Instructional strategies/activities

PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS: NORMING TO EXCELLENCE

Throughout the year, school leaders have opportunities to sharpen and develop their skills as implementers of the TEP pilot, including:

- Six in-person professional development days for school teams
- Two days provided by the central DOE (one in July 2012, one in Spring 2013)
- Four days hosted in network, with support from the DOE's professional development partners, on TEP-related topics (e.g., rubric competencies, rating calibration, feedback cycle)

It is expected that TEP school leaders will develop a shared anchor of what effective practice looks like, and work to refine their ability to accurately rate instructional performance through this professional development as well as;

Ongoing, job-embedded professional development and co-observations talent coaches and network staff. Completing baseline and follow-up calibration assessments;

PROFESSIONAL DEVELOPMENT FOR TEACHERS

The TEP establishes baseline expectations for teachers' professional development. School leaders must submit plans for their teachers' professional development

(that meet the minimum criteria outlined below) to Talent Coaches by October 1, 2012.

In Fall 2012:

School leaders offer at least one PD opportunity for all teachers designed to ensure foundational knowledge of all competencies⁸ included in the TEP classroom observation rubric.

School leaders offer at least one round of differentiated PD in the Fall based on the first set of observation data.

Schools build use of the Danielson *Framework* into professional conversations including teacher team work (*Can include whole-staff meetings, teacher team meetings, inquiry teams, inter-visitation, or online learning*).

In Spring 2013:

School leaders offer at least two rounds of differentiated PD to support teachers' continued growth in areas identified via observations and student data review.

RESOURCES AND SUPPORTS FOR TEP IMPLEMENTATION

Schools will receive substantial support for TEP implementation and professional development.

Talent Coaches

Each school will be assigned a Talent Coach, who will provide additional support, tools, and resources to develop effective TEP practices. Talent Coaches are instructional leaders who have been selected by the DOE based on their track record of successfully supporting teachers to improve their practice.

Your school's Talent Coach will:

- Visit two to four times every month to support school leaders in all aspects of TEP implementation
- Co-observe classrooms with school leaders to support rating accuracy and direct, meaningful feedback practices (but cannot write material for the file and/or material to be used in a workforce decision)
- Check-in with school leaders and teachers and gather feedback

Network Staff

Throughout the year, network staff will play a prominent role in implementation and professional development by:

- Supporting 6 days of in-person PD (2 provided by the DOE and 4 hosted in network)
- Participating in PD with OTE Talent Coaches focused on norming practices, evidence collection, analyzing student work, and coaching conversations
- Supporting and monitoring school-based PD to ensure TEP schools provide development opportunities based on the observation rubric
- As networks build capacity for teacher effectiveness work, schools should expect visits from Achievement Coaches and other network staff on a regular basis
- Networks will have access to observation and rating data at the school and network level, which they will analyze to recommend next steps for implementation and professional development.

Strategies to increase parental involvement

Parents will be trained on how to use ARIS Parent Link.

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Every school that is participating in the 2012-13 Teacher Effectiveness Program (TEP) may use per session funds provided by the Office of Teacher Effectiveness (OTE). Allocations are based on student enrollment, on a sliding scale as follows:

Student Enrollment	\$ per school
<750 (non-D75)	\$ 3,000

The funding is managed by the OTE, therefore it will not be entered into each school’s Galaxy. TEP schools may choose to allocate per session funds across staff (i.e. teachers and supervisors) and across **TEP-related activities** including, but not limited to:

Service and program coordination

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>1. Journeys is a new core reading program by Houghton Mifflin Harcourt designed to meet the diverse needs of all students. It includes an Academic Intervention Services program called Write-in Readers that provides strategic intervention for readers who struggle. Write-in Readers are provided for use with children at grades 1-5 reading 1 ½ years below grade level. The goal: supporting each child to grade level. Key features in the Write-in Readers include:</p> <ul style="list-style-type: none"> ● Pre-teach and re-teach weekly core skills and vocabulary to help below-level readers successfully access classroom instruction ● Consumable work texts that keep students interacting with the text and focused on comprehension ● Parallel the selections in Journeys in content, genre, vocabulary, skill 	<p>Our AIS specialists push in/pull out students at-risk throughout the day 5x a week for 50 minutes.</p>	<p>Our service is provided during the school day.</p>

	<p>and selection theme</p> <ul style="list-style-type: none"> • Daily plans lesson plans include Daily Warm up, Talk About It, Quick Checks, Turn and Talks and more. <p>Kindergarten intervention activities are teacher directed and reinforce high-frequency words, phonics, phonemic awareness, and comprehension. Progress monitoring is provided every two weeks at each grade level K-5. Bi-weekly assessment supports Tier II intervention instruction centered around the Write-in Readers.</p> <p>Kaplan Advantage: New York State Test provides targeted review of the key content and strategies needed to succeed on the New York State Tests for Grades 3-5.</p> <ul style="list-style-type: none"> • A review of rigorous content expectations and complex processing strategies required by the exams helps student build both the skills and critical-thinking approaches they need to perform their best. • Rich lessons introduce the skills, providing ongoing test-like practice and expand learning through deeper extension activities that helps student meet the demands of the CCLS. • A mini and a full length practice test modeled after the New York State 		
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	Test enables teachers to diagnose student needs, regularly monitor performance, and measure improvement.		
Mathematics	<p>1. Math in Focus adapts instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content, and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the supports as the learner masters the task. Math in Focus uses this approach to introduce new concepts and increasingly difficult problems. Scaffolding is apparent in the concrete-to-pictorial-to-abstract approach that appears throughout the program and in the sequencing of the word problems that go from one step to two steps to multistep. Teachers can easily individualize instruction to meet tiers 1, 2, and 3.</p> <p>Kaplan Advantage: New York State Test provides targeted review of the key content and strategies needed to succeed on the New York State Tests for Grades 3-5.</p> <ul style="list-style-type: none"> ● A review of rigorous content expectations and complex processing strategies required by the exams helps student build both the skills and critical-thinking approaches they need to perform their best. ● Rich lessons introduce 	Our AIS specialists push in/pull out students at-risk throughout the day 5x a week for 50 minutes. Provide 3 rd , 4 th , and 5 th grade students intervention Mathematics using Math in Focus using small group instruction and targeted groupings for extended day three times a week.	Our service is provided during the school day.

	<p>the skills, providing ongoing test-like practice and expand learning through deeper extension activities that helps student meet the demands of the CCLS.</p> <ul style="list-style-type: none"> • A mini and a full length practice test modeled after the New York State Test enables teachers to diagnose student needs, regularly monitor performance, and measure improvement. 		
Science	<ol style="list-style-type: none"> 1. As part of intervention, content-based reading is being used with 3rd, 4th, and 5th grade through non-fiction units in reading and writing. 2. Staff work with students in small sessions. 3. The science enrichment teacher provides at least one period a week of hands-on inquiry based sessions for PK, K, 1, 2, 3, and 5th grade. Fourth graders are provided with weekly sessions in preparation for the science assessment in May. 	Our AIS specialists push in/pull out students at-risk throughout the day once a week for 50 minutes.	Our service is provided during the school day.
Social Studies	<ol style="list-style-type: none"> 1. The informational texts in Houghton Mifflin Harcourt Social Studies New York City provide opportunities to apply, extend, and enrich what we are already teaching in Houghton Mifflin Harcourt Journeys. The Integration Guide shows how to: <ul style="list-style-type: none"> • Teach comprehension strategies in reading and apply them in social studies 	Our AIS specialists push in/pull out students at-risk throughout the day once a week for 50 minutes.	Our service is provided during the school day.

	<ul style="list-style-type: none"> • Teach comprehension skills in reading and review them in social studies • Teach writing and grammar in reading and apply them to social studies <p>Leveled books enhance student learning through application of skills and strategies.</p> <p>2. Staff work with students in small group sessions.</p> <p>3. Although social studies is integrated in our reading and writing curriculum, students from PK thru 5th grade are provided with at least one period a week of social studies enrichment.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk counseling is provided by a certified guidance counselor and social workers provide individual and small group sessions during the school day.</p>	<p>At-risk counseling is provided by a certified guidance counselor and social workers provide individual and small group sessions during the school day.</p>	<p>Our service is provided during the school day.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN 401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license/tenure making them highly qualified teachers.
- Teachers will only be programmed based on their area of expertise and licensing.
- We will reach out to CFN 401 Network Human Resources department as well as local universities such as Columbia University Teachers College, City College, Bank Street, New York University, Hunter College, Mercy College, Pace University and Fordham University for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

Retention, Assignments, and Supports

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing parent friendly materials and workshops that are promoted by teachers and staff and support the classroom work, offer workshops that provide opportunities for parents;
- empowering families means building stronger relationships with them;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by developing a newsletter, parent representatives from each classroom, progress reports, and enhancing the use of social media tools;
- providing informational support to parents in understanding City, State and Federal standards and assessments through workshops;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- creating a system for parents to access school-based resources;
- building on the relationship between parents and the school by collaborating with the parent coordinator;
- aligning the goals of the parent coordinator with the goals of the parent association;
- developing a minimum of fifteen collaborative events between the parent coordinator and the parent association;
- recruiting parents and families in conjunction with the parent coordinator and parent association;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader CFN 401	District 05	Borough Manhattan	School Number 125
School Name Ralph Bunche			

B. Language Allocation Policy Team Composition

Principal Reginald Higgins	Assistant Principal Grace O'Gilvie
Coach Joel Rivera	Coach Esther Williams
ESL Teacher Valerie Henry	Guidance Counselor Mireille Samson
Teacher/Subject Area Carmen Griffith	Parent Veronica Rondon
Teacher/Subject Area type here	Parent Coordinator Griselda Hernandez
Related Service Provider type here	Other type here
Network Leader Roxan Marks	Other Mark Weisman

C. 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	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	159	Total Number of ELLs	33	ELLs as share of total student population (%)	20.75%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. 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 native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually 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; 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. 

1. In accordance with the Chancellor's recommendations, our programs provide parents with options for their children's placement. At registration, parents of newly enrolled students are welcomed by trained personnel who provide translation services in our school. The pedagogue administers a Home Language Identification Survey (HLIS) to parents. If the student's home language is other than English, an Informal Interview in the Native language and English is conducted. The Language Assessment Battery Revised Test (LAB-R) is administered within 10 days of enrollment and handscored. The student is placed in an appropriate program if he/she scores at the Beginning, Intermediate and Advanced level. Students of Hispanic origin who do not make the appropriate benchmark level are administered the Spanish Lab. The persons responsible for conducting the initial screening, administering the HLIS and the Informal Interview are the ESL teacher, Ms. Henry (A speaker of French, Spanish, English) and the Parent Coordinator, Griselda Hernandez who speaks Spanish and English. Additionally, the ESL teacher administers the LAB-R and Spanish Lab to all eligible newly enrolled students. In the spring of every academic school year, we evaluate all of our ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teacher ensures that all of the ELLs are tested accordingly. The RLAT, LAB-R and RLER are reviewed to make certain that all of the students are tested. A list of the students is generated per grade and a schedule is made. The ELLs are tested according to grade level. We administer the Speaking subtest and then, the Listening, Reading and Writing components.

2. The Home Language Survey Forms (HLIS) are aligned with the notification letters sent to parents. Upon registration, the Home Language Survey form is administered to parents. An oral interview is conducted in English and the native language to determine the students' home language. Eligible students are administered the LAB-R within the first ten days of initial enrollment. The test is handcored and service to students is determined by cut scores on LAB-R. Parents are further informed 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 in their native language. Parents are informed that for grades K-8 if there are 15 students in 2 contiguous grades for which parents request a bilingual program, the school is responsible for opening such a program. The ELL Parent Brochure(provides information on ELL identification and eligibility, the three types of ELL programs and ways parents can participate in their child's education) is given to them along with the Parent Assurance Surveys and Program Selection Forms . 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 and the ESL teacher collects the forms. Parents who have previously chosen a TBE/DL program will be contacted and informed when the program becomes available.

3. The ESL teacher ensures that all entitlement are sent to parents in September. She also keeps copies of all forwarded entitlement, placement and continued entitlement letters in the ESL Data Binder for two years. After the orientation sessions, all Parent Survey and Programs Selection forms are collected from parents and stored as well. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	1
SIFE	3	ELLs receiving service 4-6 years	7	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									Total
	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	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	3	0	8	0	1	0	0	0	32
Total	24	3	0	8	0	1	0	0	0	32

Number of ELLs in a TBE program who are in alternate placement: 0

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
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0							0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	3	0	0	0	1								5
TOTAL	3	5	7	1	6	11	0	33						

Part IV: ELL Programming

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, 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, 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

a. 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 Beginners, Intermediates and Advanced students using the Balanced Literacy Model. Realia, visuals, bilingual glossaries and native language libraries to provide comprehensible input and to lower the Affective Filter.

b. Pull-out model. ELLs (SIFE) who spend the majority of their day in a monolingual classroom are removed for ESL and Native Language Arts instruction.

2. The school ensures that all teachers are appropriately certified or licensed. The RLAT report is reviewed to ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL). Students are grouped for differentiated instruction based on grade and English proficiency level indicated by the NYSESLAT, LAB.R and

A. Programming and Scheduling Information

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.

3. 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.) to target all four skills (Listening, Speaking, Reading and Writing)

teaches

There is on-going articulation between the ESL teacher and the classroom teachers. The ESL and the content area teachers plan for lessons in advance. Lesson plans are made available with content area vocabulary to work on. In addition, there is a weekly common prep for all teachers to collaborate and around the needs of all students including ELLs. 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 and instruction is differentiated based on students' needs or weaknesses.

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.

4. In the future and when the school creates a Dual Language program, the goal will be to develop grade level appropriate bilingual academic skills in both English and the target language. The listening, speaking, reading and writing on the NYSESLAT and LAB-R will determine the level of differentiated instruction for the ELLs. English Language Arts in the Dual Language Program will follow the same Balanced Literacy instructional Approach used to teach ELA to the other students. The instructional strategies will be aligned to the ESL Learning Standards, methodologies and techniques.

In the Dual Language classes, instructional time will be divided between learning in Spanish and learning in English. Classes will be integrated to promote cultural and linguistic exchanges among the students. Students will learn the languages through content area instruction using grade-appropriate curriculum. The content areas will be instructed by one classroom teacher in Spanish on one day and the next day's lesson will be 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 will use a 50: 50 Model. The program will be 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.

5. We will differentiate instruction for ELL subgroups based on the areas of need for academic improvement.

a. 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.

b. 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. They are supported with Native language texts as well as books in the classroom libraries which cover a wide

A. Programming and Scheduling Information

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.

Additionally, because NCLB now requires ELA testing for ELLs after one year, the following are instructional plan for these ELLs: 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.

c. 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 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. Students 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.

d. 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.

6. We provide our ELLs with special needs (SWDs) with appropriate levels of intervention along with ESL and Native Language support based upon IEP recommendations and language proficiency levels to provide access to academic content areas and accelerate English language development. When pushing in the classroom, the ESL teacher co-teaches with the Special Education teacher who shares with her some of the Special Education strategies. 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.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area

Language(s) of Instruction

Class/Content Area

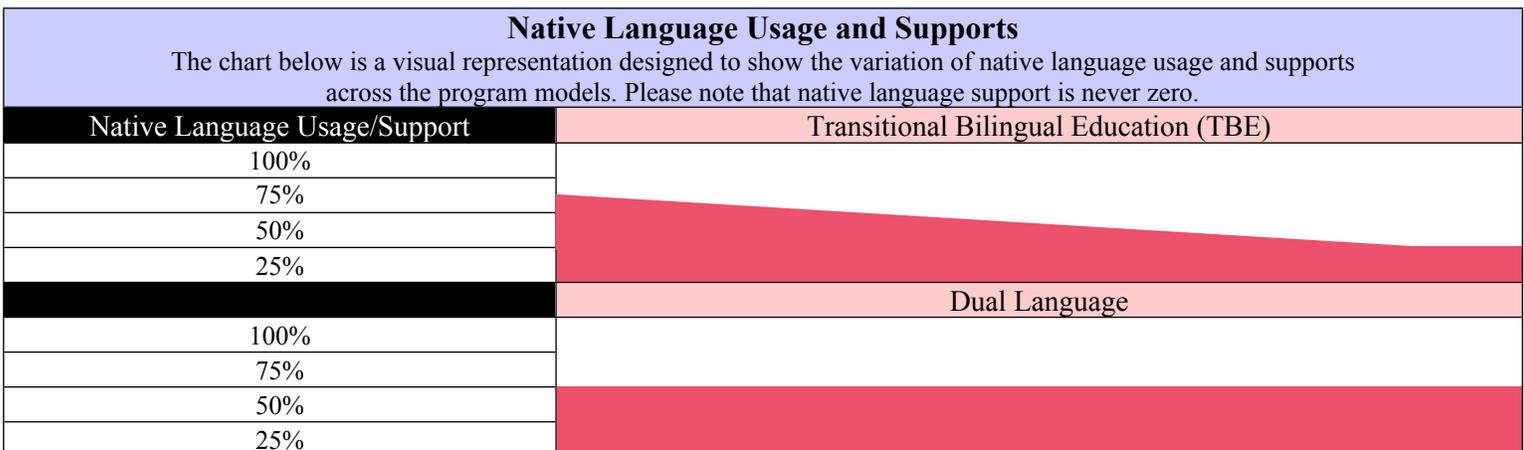
Language(s) of Instruction

Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A
Science:	N/A

N/A	N/A
N/A	N/A

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. The Academic Intervention Services (AIS) program is designed to help (K-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 the State-designated performance benchmark level 3. We also have a Title III after-school program, Ujima and Kaplan geared specifically to address the needs of our ELLs students.

9. Fully English proficient students are assisted as needed. After they are exited as ELLs, they are monitored for two years to ensure they are performing satisfactorily and 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. In addition we provide our former ELLs with test modifications. They receive a time and half on the tests.

10. What new programs or improvements will be considered for the upcoming school year?

Imagine Learning includes instruction in the five essential reading components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Imagine Learning includes assessments activities embedded throughout the courseware. Students' scores are collected and reported within two main reports: Individual Reports (two types--summary as well as detailed), and the Class Summary Report. Since performance is reported the instant a student complete an assessment activity, teachers can retrieve up-to-the-minute status. The Class Summary Report allows teachers to compare student performance with the rest of the class. The class summary includes scores for both literacy and language development. The individual summary report shows their placement within the courseware, their pre and post test scores. Tiered instruction applies to the level of intensity devoted to the student in order to improve instruction. Imagine Learning makes it easy to communicate with parents through regular printouts written in students' home language. Printouts itemize students' accomplishments with reminders to practice and review important skills. Skills are listed and references to them are translated so parents will be able to review and practice.

11. What new programs/services for ELLs will be discontinued and why?

An early morning and after school program will be discontinued due to budget cuts.

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

13. The materials used in the ESL program to address the (but not limited to) 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: visuals, literature, big books, audio cassettes, manipulatives, technology, 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.

Additionally, Time to Know and Pearson programs are instructional materials used to support ELLs. Native language books and materials as well as technology are incorporated to enhance the English language acquisition of ELLs.

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)

14. Native language use and maintenance is fully embraced, encouraged and integrated in both regular instructional and Freestanding ESL classes.

15. The required services support and resources correspond to ELLs' ages and grade levels as previously stated (Project Jump Start).

16. Before the beginning of the school year, newly enrolled ELLs are invited to meet the school's staff and administration.

17. There are no language electives offered to ELLs in our school

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. Professional development is provided to all staff including administrators, bilingual, subject area cluster specialists, ESL, 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. 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. To differentiate the support, the inquiry team formed a study group to conduct a deeper analysis of language acquisition practices and academic language development across content area. The professional development sessions focus on scaffolding language in the content areas, differentiation in the classroom for ELLs as well as 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.

2. 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.

3. The 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 as per Jose P.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We hold orientations for parents of newly admitted English Language Learners during the academic school year. The ESL teacher speaks French, Spanish and English and is able to provide parent workshops to meet the language needs of 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 select for their child. In this orientation, the parent coordinator and the ESL teacher present expectations, state standards and general information about TBE, Dual Language and Freestanding ESL programs. In addition, the school community offers 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.

2. As we continue to gather our energies around student achievement, our efforts are supported by the following organizations:
- Asphalt Green Swimming School Partnership provides swimming instruction to students in grades 2-5 through their Waterproofing Program.
 - Renaissance Accelerated Literacy, Reading Motivational Program.
 - Barnard College Tutoring Program- Student Interns
 - Columbia University- Power Lunch/Everybody Wins Reading Enrichment
 - City Call Theatre Arts Partnerships
 - UJIMA- After school program
 - Edison Learning SES provider
3. Parents' needs are evaluated through parents' surveys, evaluation sheets enlisting workshops they would like to participate in.
4. Based on the evaluation forms, parental involvement activities are planned to target the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool that P.S 125 uses to assess the early literacy skills of our ELLs are Fountas and Pinell with Baseline and Running Records with Benchmark assessments as well as ECLAS.

Since P.S 125 does not offer a Transitional Bilingual program, we don't administer ECLAS, EL SOL 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 analyse 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 continued to inform us on how to plan for differentiated instruction.

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 afterschool 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 ongoing basis. In analyzing the NYSESLAT data for 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/ Writer's 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.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M125 School Name: The Ralph Bunche School

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

The school will provide the written documents from 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 eight different languages are available for documents from the Department of Education, including the Parents 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 there are over-the-phone oral interpretation services in eight different languages which 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 eight 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 eight different languages that are available from the Department of Education.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ralph Bunche School	DBN: 05M125
Cluster Leader: Roxan Marks	Network Leader: Christopher Groll
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to accommodate to the needs of the ELLs, our Title III program will be an ESL small group support program focusing on grades K-5. Based on analysis of data, (2012 NYSESLAT scores), ELLs have shown progress in the listening and speaking strand but continue to struggle in Reading and Writing. In addition, they have not met Annual Yearly Progress on the ELA. The Title III program will be geared towards the continued development of all four language modalities through activities that immerse them in meaningful learning activities between school and home, develop their cultural pride, and provide a forum for self expression and growth. The use of technology will also be integrated to help students make connections and develop meaning of vocabulary and concepts through the use of graphic organizers constructed using the Inspiration software. In short, students' Basic Interpersonal Communication Skills (BICS) as well as their Cognitive Academic Language Proficiency (CALP) will be developed.

Two certified Bilingual teachers will assist our English Language Learners in this after school program. The ELLs will be divided into two groups according to their language proficiency levels. One teacher will instruct those students who are Beginners and Intermediates as per NYSESLAT results and the other teacher will focus on students that are at the Advanced level. The language of instruction is English for the program.

The Title III program will commence in January 2013 and will end in June 2013. The groups will meet once a week on Thursday from 3:30- 5:30 P.M for a total of 74 hours. Additionally, Mr. Rivera who is a fully certified teacher in Bilingual education will be an acting supervisor for the program. He will oversee the students from arrival and for late pick up. He will order and monitor the use of curriculum materials, place phone calls, write letters and other notices to parents. Also, he will provide parents' meetings.

The instructional materials that will be utilized/ purchased for use in the Title III program will be:

Santillana U. S. A: A standard-based English language program designed to assist K-6 students acquire social and academic language skills through content based instruction.

Bilingual Dictionaries and thesauruses:

Students who participate in the Title III Program will be supported by the use of dictionaries and thesauruses to enhance their learning and their understanding of difficult words.

NYSESLAT Test Materials:

Empire State NYSESLAT ESL/ELL program from Continental Press will be used in our Title III program in grades K-5.

Part B: Direct Instruction Supplemental Program Information

The anticipated measurable outcomes of the activity will be that all ELLs will meet and exceed the standards as evidenced on the NYSESLAT, and ELA assessments.

Part C: Professional Development

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

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

Begin description here: Professional development is in alignment with the instructional program that will be delivered under Title III. Professional development for teachers servicing ELL students after school will focus on the implementation of innovative ESL student-appropriate methodologies. The goal of the professional development sessions is to increase student achievement through enhanced teacher practices. The Title III professional development will be a study/ planning group that meets once a month for 2 hours from November through May and will concentrate on the planning of effective lessons that will address the issues of scaffolding, looking at student work, grouping students, and providing individualized instruction. The bilingual teachers delivering Title III services will participate in the professional development sessions and to integrate language learning strategies in the day to day lessons to make language comprehensible in the different content areas. They will review available assessment data for the varied identified groups and the evaluation process. The professional development will be to no cost of the Title III Program.

Part D: Parental Engagement Activities

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

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

Begin description here:

Additional support will be provided to parents with the purpose of complementing our instructional program. Supplemental monthly parent workshops will be made available for the parents of the 30 ELLs to attend from February to May for a total of 8 hours. The workshops will be presented in the parents' home languages (Spanish). The workshops will be provided by the two certified teachers who are also fluent in Spanish. During the scheduled workshop sessions, parents will be taught how to support their child's education at home.

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		