



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE RALPH BUNCHE SCHOOL  
**DBN (i.e. 01M001):** 05M125  
**Principal:** REGINALD HIGGINS  
**Principal Email:** RHIGGINS@SCHOOLS.NYC.GOV  
**Superintendent:** GALE REEVES  
**Network Leader:** ROXAN MARKS

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Reginald Higgins	*Principal or Designee	
Benjy Blatman	*UFT Chapter Leader or Designee	
Dereka Pastures	*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	
Brenda Fox	Member/ UFT Teacher	
Donna Marhold	Member/ UFT Teacher	
Tamara Cummings	Member/ Parent	
Daiyu Suzuki	Member/ Parent	
Karla Taylor	Member/ Parent	
Clyde Tate	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 35% of our students (21 students) in the target group (60 students) will demonstrate progress towards achieving state standards as indicative of the overall goal of 38% (33 students out of 67 students) at Level 3 or Level 4 on the 2014 NYS ELA.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### Performance Data for the NYC DOE Progress Report:

School Year	Percentage of Students at Level 3 or 4	Average Student Proficiency	Median Adjusted Growth Percentile	Median Adjusted Growth Percentile for Lowest Third
2012-2013	23.9% (n = 67)	2.42	84.5 (n=40)	85.0 (n=15)
2011-2012	29% (n=69)	2.62	55.5 (n=42)	74.5 (n=16)
2010-2011	23.9% (n=113)	2.49	56.0 (n=83)	72.5 (n=30)
2009-2010	22.7% (n=172)	2.39	66.0 (n=141)	79.5 (n=50)

**“Further refine the development of the curriculum to reflect alignment with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners.”** 2012 – 2013 QR Indicator (1.1)

For our 2012- 2013 QR one of the Areas For Improvement (AFI) was noted as follows: Although academic tasks at times emphasize higher order skills, activities are not consistently rigorous enough to challenge students performing at the varied ability levels. School leaders and staff embrace the support from consultants and network team members to help make changes to the curricula to integrate CCLS into English Language Arts and Math units of study. Teacher teams continue to make further adjustment regarding the balance of informational literary

texts across a range of disciplines. Yet, in some classrooms, skills are taught in isolation and students do not sufficiently apply taught strategies to help them understand text. As a result, texts are not always sequenced to build knowledge about specific topics and subjects, leading to tasks that are not adequately challenging for the grade, and resulting in an achievement gap across multiple classes and grade levels.

According to the 2013 – 2014 Citywide Instructional Expectations (CIE) the school has worked to ensure in ELA and Math a curricula that is aligned to the Common Core Standards, and in content areas, ensure curricula that are aligned to the applicable content standards. The school worked toward closing the curricular gaps during the spring and summer 2013 through purchasing Ready Gen, Go Math, and Foundations. Additionally, the school provides dedicated time, resources, and support for reviewing and revising curricula, using Universal Design for Learning to ensure access for all learners.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

“A means of achieving the reinforcement and integration of crucial academic skills for all students at each grade level at the Ralph Bunche School. ”

##### 1. 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
- ❖ Materials we are using--Ready Gen is used for reading and writing, Go Math 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)

“All teachers will participate in professional growth practices that shift teaching practices.”

##### 2. “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

“Targeted Intervention Period”

##### 3. 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) [**TARGET GROUP**]
- ❖ 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.

“What gets tested is evidence of what has been taught.”

4. 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 SCHOOLNET assessments to state exams in ELA and Math
- ❖ Teachers design questions that are closely aligned to state exams

**B. Key personnel and other resources used to implement each strategy/activity**

1. All Teachers (Classroom, Specialist, and Related Service Providers)
2. All Teacher Teams (Grade Level, Inquiry and Specialist)
3. Teachers (1 – 5, Data Specialist, Principal)
4. Teachers ( 1 – 5)

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 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 Ready Gen, 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. The principal will conduct an analysis of the results of Component 3.3 (Engaging Students in Learning) in the Literacy Block to evaluate the vertical and horizontal alignment. It is the teacher’s responsibility to teach all goals and objectives in the standard course of study. In order for all students to be successful vertical and horizontal alignment must be integrated in daily lesson plans. (Vertical alignment) Skills needed to be successful at each grade level in each content area. (Horizontal alignment) Pacing and alignment that assure the time frame is adequate for teaching all goals from the Common Core Learning Standards. Lesson plans will serve as guides for instructional strategies and methodologies utilized in daily lessons that teach the goals and objectives from CCLS by integrating the skills necessary for engaging students. Assessment and evaluation will be continuous for mastery and feedback.
2. Grade level teachers hold teacher team meetings to share best practices and engage in collaborative inquiry through case studies. It is a very time-intensive process, and school leaders devote multiple teacher team meetings/workshops to the task to give teachers more time. The schedule allows for teachers in grade cohorts to meet daily. School leaders continue with daily walkthroughs, formal and informal observations regarding effective teaching practices. We will use the ADVANCE (MOTP) tool to examine and track success

towards meeting this goal in domain 3 (Instruction).

3. 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. School leaders schedule workshops/meetings throughout the year. In the first part of the school year, teacher leaders and the principal met in groups and brainstormed ideas for designing SCHOOLNET assessments based on the priority standards. Each teacher will be expected to implement a SCHOOLNET performance assessment for the priority standard. At a mid-year meeting, teacher will report how well their students were doing on meeting those standards. In subsequent professional development workshops, teachers will continue to learn how to revise Ready Gen performance tasks and adapt the tasks to be aligned to the priority standards. The writing assessments will be used to measure progress, and they will be shared in teacher team meetings. Teachers in their meetings highlight the areas in which they thought they were being successful. They plaster the walls in their classroom room with the priority standards and marked down the progress from week to week. Teachers complete detailed progress reports by filling in how well each student had mastered each priority standard (exceeds proficient, proficient, developing or novice). The data specialist will be responsible for monitoring and tracking all priority standards based on NYS ELA Assessment 2012.
4. 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 SCHOOLNET literacy assessments aligned to the Common Core Learning Standards.

**D. Timeline for implementation and completion including start and end dates**

1. October 2013 – May 2014
2. October 2013 – May 2014
3. December 2013 – April 2014
4. October 2013 – May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Curriculum Mapping Team will include (6 teachers and 1 administrator) that meet 2 times a month X 6 months at the per-session rate.
2. Teacher Team Meetings will be held once a week as listed on the content specialist schedule as a professional period.
3. Instructional Cabinet Meetings will be held (4 teachers and 1 administrator) that meet once a month X 7 months at the per-session rate.
4. Lesson Study Team meetings will be held once a week as listed on the content specialist schedule as a professional period. Teachers will engage in the inquiry process examining student work, teacher performance and discussing students identified in the target group.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be trained on how to use ARIS Parent Link.
- The Parent Coordinator and other staff (e.g., Principal, Dean, 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.
- Teacher Leaders 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 37% of our students (22 students) in the target group (60 students) will demonstrate progress towards achieving state standards as indicative of the overall goal of 48% (33 students out of 68 students) at Level 3 or Level 4 on the 2014 NYS Math.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

School Year	Percentage of Students at Level 3 or 4	Average Student Proficiency	Median Adjusted Growth Percentile	Median Adjusted Growth Percentile for Lowest Third
2012 - 2013	35.8% (n= 67)	2.65	89.5 (n=40)	95.0 (n=16)

2011-2012	45.7% (n=70)	2.94	60.0 (n=44)	61.0 (n=16)
2010-2011	43.5% (n=115)	2.82	64.0 (n=84)	64.0 (n=29)
2009-2010	31.4% (n=175)	2.60	61.5 (n=144)	72.0 (n=48)

**“Further refine the development of the curriculum to reflect alignment with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners.”** 2012 – 2013 QR Indicator (1.1)

For our 2012- 2013 QR one of the Areas For Improvement (AFI) was noted as follows: Although academic tasks at times emphasize higher order skills, activities are not consistently rigorous enough to challenge students performing at the varied ability levels. School leaders and staff embrace the support from consultants and network team members to help make changes to the curricula to integrate CCLS into English Language Arts and Math units of study. Teacher teams continue to make further adjustment regarding the balance of informational literary texts across a range of disciplines. Yet, in some classrooms, skills are taught in isolation and students do not sufficiently apply taught strategies to help them understand text. As a result, texts are not always sequenced to build knowledge about about specific topics and subjects, leading to tasks that are not adequately challenging for the grade, and resulting in an achievement gap across multiple classes and grade levels.

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**Instructional Strategies/Activities**

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**1. Strategies/activities that encompass the needs of identified subgroups**

“A means of achieving the reinforcement and integration of crucial academic skills for all students at each grade level at the Ralph Bunche School. ”

1. 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
- ❖ Materials we are using--Ready Gen is used for reading and writing, Go Math 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)

“All teachers will participate in professional growth practices that shift teaching practices.”

## 2. “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

“Targeted Intervention Period”

## 3. 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) [**TARGET GROUP**]
- ❖ 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.

“What gets tested is evidence of what has been taught.”

## 4. 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 SCHOOLNET assessments to state exams in ELA and Math
- ❖ Teachers design questions that are closely aligned to state exams

## 2. **Key personnel and other resources used to implement each strategy/activity**

1. All Teachers (Classroom, Specialist, and Related Service Providers)
2. All Teacher Teams (Grade Level, Inquiry and Specialist)
3. Teachers (1 – 5, Data Specialist, Principal)
4. Teachers ( 1 – 5)

## 3. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The school will work on the implementation of a Math curriculum that it is 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 Go Math, 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 mathematics standards as well as grade-level

content. The principal will conduct an analysis of the results of Component 3.3 (Engaging Students in Learning) in the Mathematics Block to evaluate the vertical and horizontal alignment. It is the teacher's responsibility to teach all goals and objectives in the standard course of study. In order for all students to be successful vertical and horizontal alignment must be integrated in daily lesson plans. (Vertical alignment) Skills needed to be successful at each grade level in each content area. (Horizontal alignment) Pacing and alignment that assure the time frame is adequate for teaching all goals from the Common Core Learning Standards. Lesson plans will serve as guides for instructional strategies and methodologies utilized in daily lessons that teach the goals and objectives from CCLS by integrating the skills necessary for engaging students. Assessment and evaluation will be continuous for mastery and feedback.

2. Grade level teachers hold teacher team meetings to share best practices and engage in collaborative inquiry through case studies. It is a very time-intensive process, and school leaders devote multiple teacher team meetings/workshops to the task to give teachers more time. The schedule allows for teachers in grade cohorts to meet daily. School leaders continue with daily walkthroughs, formal and informal observations regarding effective teaching practices. We will use the ADVANCE (MOTP) tool to examine and track success towards meeting this goal in domain 3 (Instruction).
3. 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 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. School leaders schedule workshops/meetings throughout the year. In the first part of the school year, teacher leaders and the principal met in groups and brainstormed ideas for designing SCHOOLNET assessments based on the priority standards. Each teacher will be expected to implement a SCHOOLNET performance assessment for the priority standard. At a mid-year meeting, teacher will report how well their students were doing on meeting those standards. In subsequent professional development workshops, teachers will continue to learn how to revise Go Math performance tasks and adapt the tasks to be aligned to the priority standards. The writing assessments will be used to measure progress, and they will be shared in teacher team meetings. Teachers in their meetings highlight the areas in which they thought they were being successful. They plaster the walls in their classroom room with the priority standards and marked down the progress from week to week. Teachers complete detailed progress reports by filling in how well each student had mastered each priority standard (exceeds proficient, proficient, developing or novice). The data specialist will be responsible for monitoring and tracking all priority standards based on NYS Math Assessment 2012.
4. 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 SCHOOLNET mathematics assessments aligned to the Common Core Learning Standards.

<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. October 2013 – May 2014</li> <li>2. October 2013 – May 2014</li> <li>3. December 2013 – April 2014</li> <li>4. October 2013 – May 2014</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Curriculum Mapping Team will include (6 teachers and 1 administrator) that meet 2 times a month X 6 months at the per-session rate.</li> <li>2. Teacher Team Meetings will be held once a week as listed on the content specialist schedule as a professional period.</li> <li>3. Instructional Cabinet Meetings will be held (4 teachers and 1 administrator) that meet once a month X 7 months at the per-session rate.</li> <li>4. Lesson Study Team meetings will be held once a week as listed on the content specialist schedule as a professional period. Teachers will engage in the inquiry process examining student work, teacher performance and discussing students identified in the target group.</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Parents will be trained on how to use ARIS Parent Link.</li> <li>• The Parent Coordinator and other staff (e.g., Principal, Dean, Teachers) will attend regularly scheduled parent meetings (i.e. PA) to share information and respond to parent questions and inquiries.</li> <li>• The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in Math.</li> <li>• The school will host curriculum nights and create a parent resource library with user-friendly instructional materials and guides.</li> <li>• 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.</li> <li>• Teacher Leaders 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.</li> <li>• The Parent SLT members will report back to their constituency.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, our score range on the School Survey will be, 8% out of the 15% of the total score represented by School Environment. The target area to be addressed is engagement.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State
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Survey results provide insight into the school's learning environment and contribute a measure of diversification that goes beyond test scores on the Progress Report. NYC School Survey results contribute 10% - 15% of a school's Progress Report grade (the exact contribution to the Progress Report is dependent on school type). Survey questions assess the community's opinions on academic expectations, communication, engagement, and safety and respect. Survey results are being used to better understand the school's strengths and target areas for improvement.

### **LES Grades**

2012 – 2013 C 5.7 out of 15

2011 – 2012 C 6.9 out of 15

2010 – 2011 C 4.9 out of 15

### **NYC Learning Environment Survey 2013**

#### **Parent Concerns:**

- [Expectations] 12% Disagree or Strongly Disagree helps keep my child on track for college, career and success in life after high school
- [Expectations] 19% Disagree offers a wide enough variety of activities (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child
- [Engagement] 20% Disagree or Strongly Disagree offers a wide enough variety of courses, extracurricular activities and services to keep my child interested in school
- [Engagement] 15% Disagree or Strongly Disagree communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school
- [Engagement] 1- 2 times 21% 6% never been invited to an event at your child's school (workshop, program, performance, etc.)
- [Not scored] 17% Strongly Agree or Agree teachers and staff treat students unfairly due to racial, cultural, or other biases
- [Not scored] 15% Strongly Agree or Agree students get into physical fights
- [Not scored] 10% Strongly Agree or Agree there is gang activity
- [Not scored] 20% Strongly Agree or Agree students harass or bully other students
- [Not scored] 16% Strongly Agree or Agree students harass or bully each other based on differences (such as race, color, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight)
- [Not scored] 32% 1 – 2 times and 43% never attended a Parent Association meeting

#### **Teacher Concerns:**

- [Engagement] 18% Disagree offers a wide enough variety of programs, classes and activities to keep students engaged

- [Engagement] 14% Disagree or Strongly Disagree been sustained and coherently focused, rather than short-term unrelated
- [Engagement] 23% Disagree or Strongly Disagree included opportunities to work productively with colleagues in my school
- [Engagement] 18% Disagree or Strongly Disagree provided me with content support in my subject area
- [Engagement] 5% Disagree and 14% Does Not Apply this year, I received helpful training on the use of student achievement data to improve teaching and learning
- [Engagement] 18% Disagree or Strongly Disagree and 5% Does Not Apply teachers and school leaders in my school use information from parents to improve instructional practices and meet student learning needs
- [Safety and Respect] 18% Disagree trust each other
- [Safety and Respect] 14% Disagree I can get help I need to address student behavior issues
- [Not Scored] 14% Disagree or Strongly Disagree publicly recognize teachers for their accomplishments

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **❖ Strategies/activities that encompass the needs of identified subgroups**

### **Strategy 1--The 4Rs Program (Reading, Writing, Respect & Resolution)**

Integrates social and emotional learning (SEL) and the language arts for pre-kindergarten to fifth grade.

Through the program, Morningside Center provides training and classroom coaching to prepare teachers to teach weekly lessons based on The 4Rs curriculum. The 4Rs has been selected as one of the country's most effective programs at fostering students' social and emotional learning. The 4Rs builds on an engaging, interactive curriculum that uses great children's literature as springboard. In weekly lessons, teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior, including:

- building community
- understanding and handling feelings
- listening
- assertiveness
- problem-solving
- dealing well with diversity
- cooperation

The 4Rs curriculum is grade-specific: Each grade has its own teaching guide, books, and age-appropriate activities. Each 4Rs unit begins with a Read Aloud of a children's book, carefully chosen for its high literary quality and relevance to the theme. Next is Book Talk — discussion, writing, and role-play to deepen students' understanding of the book and connect it to their lives. Then comes Applied Learning — skills practice related to the theme.

By highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, the 4Rs approach enriches

conflict resolution instruction as well.

The 4Rs includes a parent component, 4Rs Family Connections, which consists of activities children do with their parents at home. Each activity sheet includes a summary of the book used in the unit, a related activity for the adult and child to do together, and suggestions for further activities related to the book.

A rigorous scientific study found that The 4Rs had a positive effect on:

- students' social and emotional competency
- students' behavior
- attendance
- academic performance
- classroom climate

## **Strategy 2--Creative Arts Curriculum and School Celebrations**

Our creative curriculum is designed to find learning experiences that will inspire children. This program will consist of combining art, music, dance and drama with educational lessons. Creative writing will allow for individual differences and expression. Social studies projects and science charts will also provide entry points for creative expression.

The use of themes is one way we will approach the creative curriculum. One example is a second grade team will use "Plants" as a theme and focus all learning on it. This includes reading adventure stories or learning plant songs. Artwork dealing with plants, doing research on plants found in New York state and writing imaginary stories about plants that can become a project of several weeks or a semester at the discretion of the teacher. A Chinese New Year project is another successful creative activity that can cover a semester's work. Students can decorate the room as a museum, do research on Chinese New Year, create folders of their findings, make dragons, paint posters and write and present a play for parents.

Holidays will be used as part of a creative curriculum so children can learn about different cultures and their customs. Holiday foods will be brought in by parents for a class party. This unit can last a few days to coincide with the holiday.

The major benefit of our creative curriculum is that it excites students in regard to learning through the creation of memorable experiences. When given learning choices, children can study various areas of learning in accordance with their personal interests and abilities. They can select which activities they enjoy.

As a result of these benefits, implementation of this curriculum is suggested since children thrive on having this form of freedom and using their imagination as opposed to concentrating in one area in one textbook or for preparing state examinations solely. They look forward to participating in the creative activities, which is the objective of this curriculum.

- Monthly Student of the Month Awards Ceremony
- Artists Reaching Out [ARO] (Enrichment Activities for K – 2)
- GROW NYC
- Cookshop
- Dr. Martin Luther King, Jr. Parade
- African American History Celebration and Luncheon

- Women's History Celebration and Luncheon
- Poetry Slam
- Spring Gala [Family Dance]
- Cinco de Mayo Family Day
- End-of-Year Play
- Multi-culture Dance
- Juneteenth Family Day
- The RBS Pool Party
- After-school clubs [tech program, visual arts, knitting and crochet, soccer, dance, music]
- Stepping up/Promotional Exercises

### **Strategy 3-Team-Building Strategies**

Research has shown that when school districts incorporate team-building strategies into their schools, it creates a sense of belonging, encourages tolerance and team spirit, improves communications skills, and creates an atmosphere of community.

The Learning Environment Survey shows that we needed to create a professional development program that supports collaboration and improved teaching and learning. is not an easy or quick process. The Five Models of Professional Development below describes how to achieve this goal. The models reflect assumptions about how teachers learn.

### **Five Models of Professional Development**

*Source: Sparks, Dennis and Susan Loucks-Horsley (1989). Five Models of Staff Development for Teachers, Journal of Staff Development 10(4), pp. 40-57.*

#### *Individually Guided Staff Development*

Learning is designed by the teacher. He or she sets goals and plans activities to help reach that goal. These activities may range from discussions with colleagues, experimenting with new instructional strategies, attending a workshop session, or reading journal articles or professional publications. The model assumes teachers learn most efficiently when they initiate and plan their own learning activities.

#### *Observation/Assessment*

Sparks and Loucks-Horsley say that although observation/assessment "can be a powerful staff development model," many teachers receive little or no feedback with regard to their classroom performance. An assumption of this model is that classroom observation and assessment can provide the teacher with data to reflect upon and analyze, to help him or her improve instruction and ultimately student learning. Also, the colleague observing a teacher can benefit from the process by "watching a colleague, preparing the feedback, and discussing the common experience."

#### *Involvement in a Development/Improvement Process*

Teachers may be asked to become involved in developing curriculum, designing programs or engaging in school improvement programs much

like the ones in which CSRD schools are involved. By working on relevant projects and problems, teachers acquire specific knowledge or skills through research, reading, discussion and problem solving.

### *Training*

Training or workshop sessions are conducted with a clear set of objectives or learner outcomes. The outcome will often be increased awareness about a topic or learning a new skill. One assumption of the training model is that there are behaviors and techniques that should be replicated by teachers and that teachers can learn behaviors and strategies not previously in their repertoire. What is often missing from training sessions is the opportunity to practice the behavior or skill being taught and follow up.

### *Inquiry*

Inquiry may be individual or cooperative study by teachers, examining problems and issues related to their practice and reflecting on their practice. One assumption of inquiry as a model is that teachers will build knowledge and develop understanding as they formulate questions and collect data to answer their questions. Inquiry may be formal or informal and can occur in a variety of settings. Organizational support and technical assistance may be required in the inquiry process. Organizational support could include structures such as study groups or resources such as materials and release time. Technical assistance could include training in research methodologies or data-gathering techniques.

#### **❖ Key personnel and other resources used to implement each strategy/activity**

1. Teachers (K – 5), Dean, Supervisor of School Aides, Data Specialist, Principal
2. Teachers (PK – 5), Parent Coordinator, Principal
3. Teachers (Classroom, Specialist, Related Service Providers), Principal

#### **❖ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. A social emotional learning team will be established consisting of administrators, teachers, an educational consultant and the parent coordinator. The team will oversee the activities pertaining to social emotional learning and meet 6 times throughout the year. A school-wide social emotional learning period will be instituted to occur first period each Monday morning. During this time the Social Emotional Learning Team will conduct classroom walkthroughs four times throughout the school year. A data collection form will be used during the walkthroughs. Debriefs will follow the walkthroughs and the Team will produce feedback that will be shared with the faculty within two days. The team will oversee the activities pertaining to social emotional learning and meet 6 times throughout the year. A school-wide social emotional learning period will be instituted to occur first period each

Monday morning. During this time the Social Emotional Learning Team will conduct classroom walkthroughs four times throughout the school year. A data collection form will be used during the walkthroughs. Debriefs will follow the walkthroughs and the Team will produce feedback that will be shared with the faculty within two days. Rubrics on social emotional learning program evaluation and teaching practices will be employed. OORS Occurrence Summary will be used to measure the impact of the 4Rs program.

2. P.S. 125 will partner with Teachers College Community Impact Office to provide enrichment services. On Fridays ARO will offer music, dance, theater and arts classes to K - 2 classes. In addition, teachers of the five classes will share data on their class' progress with the school. Through a partnership with Morningside Area Alliance Columbia Wind Ensemble will provide music instruction for students in grades 4 and 5. The general parent body will be surveyed at the beginning, middle and end of each school year to determine community needs. An enrichment team will be established consisting of administrators, teachers and the parent coordinator. The team will oversee the activities pertaining to enrichment services and meet 6 times throughout the year. A school-wide after-school enrichment program will be instituted. During this time the Enrichment Team will conduct classroom walkthroughs four times throughout the school year. A data collection form will be used during the walkthroughs. Debriefs will follow the walkthroughs and the Enrichment Team will produce feedback that will be shared with the faculty within two days. The team will oversee the activities pertaining to the enrichment program. The Arts Survey, Sign in Sheets for parents and students and the Learning Environment Survey will be used to measure the impact of the enrichment program.
3. A Teacher Academy will be formed to address the concerns raised in the 2013 Learning Environment Survey. The Teacher Academy will meet to develop an action plan, discuss implementation, identify tracking tools and how the results will be shared.

❖ **Timeline for implementation and completion including start and end dates**

1. January 2014 – June 2014
2. December 2013 – June 2014
3. January 2014 – June 2014

❖ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Social Emotional Learning Team Meetings will be held once a week as listed on content specialist schedule.
2. Enrichment Team Meetings will be held bi-weekly as listed on the content specialist schedule
3. Teacher Academy Meeting will be held monthly during the school day as listed on the content specialist schedule.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**1. Make all families feel welcome**

- Greet other parents at school activities and events; sit with someone you don't know and get to know them.
- Recruit bilingual parents to greet and interpret for families whose first language isn't English. Ask the school district to provide translation headsets for parent meetings.
- Offer family activities at low or no cost so everyone can participate; budget PA/parent group funds for this purpose.
- Hold meetings in a variety of community locations (such as the local library, a community center, a church) to make them accessible to

all.

## **2. Communicate effectively.**

- Design and print "Happy Grams" as an easy way for teachers to regularly report positive behavior and/or achievements to parents.
- Consider using color-coded lines on hallway walls, or footprints on floors, to help direct parents to important places like the school office, parent resource center and library.
- Include a two-way communication mechanism, such as a question-and-answer section or mini survey, in each edition of your newsletter.
- Distribute calendars so parents can record upcoming events, assignments and dates to check with teachers on their children's progress.

## **3. Support student success.**

- Create a checklist and tip sheets for effective parent-teacher conferences.
- Invite teachers and professionals from the community to speak at meetings on various topics.
- Provide parent involvement tips and suggestions through signs at the school and articles in the local newspaper.

## **4. Speak up for every child.**

- Match new families at the school with a buddy family to show them the ropes.
- Plan workshops on how to ask the right questions about children's progress and placement.
- Involve parents in ongoing training on topics such as being an effective advocate, identifying and supporting learning styles, resolving difficulties and fostering student achievement.

## **5. Share power.**

- Working in partnership with the principal, identify ways the PA/parent group can support one or more goals of the school improvement plan.
- Host a forum for candidates running for public office; focus questions on issues that affect children, families and education.
- Get to know your elected officials at all levels of government, as they influence public policy decisions related to children and education.

## **6. Collaborate with the community.**

- Reach out to senior/retired citizens and invite them to volunteer at the school.
- Work with the local newspaper to promote special events that are happening at the school.
- Invite school alumni to make a donation to the school or to participate in an alumni sponsors program through which they can volunteer time

## **7. Younger Children**

- **Be a class reader.** Offer to come in to read to the whole class of children or to individual children who need more support.
- **Work as a center/lab helper.** Teaching things like science, art and computer lab to young children requires lots of hands-on help, and under tight budgets, these are often the first areas to be cut. If you have an interest in one of these areas, offer to come in once a week to lend a hand.
- **Offer to tutor.** Teachers usually have to teach to a wide range of abilities. Having parents on hand to give one-on-one support to students on the high and low ends of the spectrum gives the teacher more time to focus on the middle.
- **Volunteer as class parent.** If you have more time to give, this is a fantastic opportunity, usually involving organizing parties and teacher gifts throughout the year.

## **8. Older Children**

- **Assist with a special interest club or drama group.** With teachers being asked to do more and more with fewer resources,

sometimes it's up to parents to keep extracurricular activities going.

- **Speak to classes about your career or special expertise.** One of the most important gifts you can give a child is the gift of inspiration. Older kids have moved beyond wanting to be a fireman or the president and need role models to teach them about other career opportunities.
- **Work as library assistant.** Helping kids discover books they love or research topics they're excited about can be a really rewarding experience for parents.
- **Volunteer to help with sports programs.** Keeping kids active is critical to their physical and emotional health. Parent involvement can do a lot for increasingly underfunded school sports programs.

**Additional Involvement Ideas**

- Participate in PA's Teacher Appreciation Week by organizing a breakfast or lunch.
- Get to know your child's teacher by introducing yourself and scheduling a brief meeting.
- Create a community bulletin board at the school to post information or ideas.
- Participate in PA's Take Your Family to School Week, celebrated each February.
- Participate in American Education Week, sponsored by the National Education Association by visiting the school and classroom.
- Record yourself reading books onto tapes so children with reading challenges can enjoy them.
- Host a block meeting at a parent's home with other parents to discuss/share school issues and info.
- Offer to drive other students/families to school-related events they wouldn't otherwise be able to attend.
- Invite other parents to join you when you volunteer at school.
- Recruit for the local PA.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, student attendance rates will increase to 92% for the school year as measured by the NYC DOE Progress Report.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Survey results provide insight into a school's learning environment and contribute a measure of diversification that goes beyond test scores on the Progress Report. NYC School Survey results contribute 10% - 15% of a school's Progress Report grade (the exact contribution to the Progress Report is dependent on school type). Survey questions assess the community's opinions on academic expectations, communication, engagement, and safety and respect. Survey results are being used to better understand the school's strengths and target areas

for improvement.

**Based on the NYC Learning Environment Survey Data:**

**Attendance Concerns:**

2012- 2013 90.1%

2011-2012 89.9%

2010 – 2011 91.1%

**Chronic Absenteeism:**

Students with less than 90% attendance (n = 173)

School-wide 42.2%

City-wide 20.2%

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**

**STRATEGY # 1--“School Attendance Policy”**

1. Develop the school’s attendance policy. This policy must discuss its systems and procedures for ensuring regular school attendance and investigating the underlying causes of poor attendance. It is important that it is not just one member of staff who writes the policy. The policy will be more meaningful if developed in consultation with teachers, students, families, Administration for Children’s Services, network and district level staff.

**STRATEGY # 2-- “Make Use of the Data Available”**

2. Schools hold a great deal of information about attendance. Schools that have been successful in improving attendance and reducing persistent absence have a clear understanding of the attendance issues within the school; they identify these through the analysis of data. Anecdotal evidence about reasons for absence and patterns of absence can be misleading. Attendance data helps strategic planning and can enable schools to manage attendance issues more effectively. Whole school attendance figures produced monthly, weekly or yearly, based on year groups, can indicate factors such as:

- declining attendance in year groupings; and

- the effect of seasonal attendance e.g. attendance may decline during colder months and preceding school holidays.
- effect of staff absenteeism;
- special groups [STH and/or SWD]
- fall in attendance preceding teacher training days and half days,
- effect of spirit days, field trips or assembly programs;
- effect of the timing of the school day; and
- effect of student holidays in term time.

Continuous analysis of individual pupil attendance and of the whole school can give scope for strategic planning. By identifying those levels which the school considers are indicators of persistent absenteeism or irregular attendance, it is possible to identify the extent of the problem. The school can then target time provided by the education welfare officer and pastoral staff more effectively by producing:

- individual attendance records which highlight reasons for absence and the pattern and rate of unauthorized absence; and
- obtain lists of all student with unexplained absence which can be fed back to the responsible member of staff.

The network staff will then be able to identify those pupils who give cause for concern. Coded absence, broken down into a class and/or group format, would allow identification of excessive unauthorized absences.

### **STRATEGY # 3-- “Raise the Profile of Attendance”**

3. The school can raise the profile of attendance with parents and the wider community through the use of home-school agreements, parents’ evenings, school newsletters, or other communications. Many schools send out letters automatically if attendance falls below a certain level.

Posters and leaflets can be used in numerous ways to promote attendance. These can cover every feature of attendance and can be distributed through schools as well as locations such as libraries, after-school programs and other community-based locations. Some authorities have used websites or promotional advert slots on local radio in order to ensure that the issue remains in the public domain. Others produce information booklets for schools to distribute to parents advising of school attendance regulations and the role of ACS. These can be paid for by selling advertising space to local companies.

When welcoming and introducing new parents and students it is important to raise awareness of the importance of punctuality and attendance. As part of staff introduction brief new staff on the school’s philosophy on attendance and introduce them to their responsibilities for attendance management.

### **STRATEGY # 4-- “Involve Parents”**

4. Communicate frequently with parents about positive achievements and improvements and in ways which emphasize the responsibility and role of parents in partnership with the school. Ensure parents are welcomed into the school and can gain easy access to staff. It can be helpful to issue regular reminders to parents of school procedures for notifying the school of a student’s absence. Some schools have installed a dedicated ‘attendance’ telephone line specifically for parents to inform the school of absences. To overcome attendance problems, it can be

useful to have meetings with parents to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance.

**STRATEGY # 5-- “Target Support”**

5. The use of targeted intervention and support in areas of specific need can be very effective in improving attendance, particularly when working in partnership with ACS and network support staff.

**STRATEGY # 6-- “Use the Correct and Appropriate Attendance Codes in ATS”**

6. Registration procedures need to be clearly outlined in the school’s attendance policy and repeated in the staff handbook. Accurate recording is essential in order to meet legal requirements and promote the safety of all students.

**STRATEGY # 7-- “Make Use of Technology Tools”**

1. Where possible and practicable schools should record attendance/lateness electronically. Electronic attendance registration software enables more effective and efficient monitoring of attendance on a daily basis as well as allowing the identification of longer-term trends in absence which can be used to inform school policy and practice. Electronic packages that automate the contacting of parents to inform them of their child’s absence have also proven effective in reducing absence and locating children and young people. It also enables registration for each lesson, and the identification of lateness.

**6. Key personnel and other resources used to implement each strategy/activity**

- 1.-6. All Teachers (Classroom, Specialist, and Related Service Providers), Principal, Parent Coordinator
7. Classroom Teachers and Attendance Coordinator

**7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.-7. In the first part of the school year, parent coordinator and the principal met in groups and brainstormed ideas for improving school-wide attendance percentages. The attendance coordinator will be expected to implement the attendance plan for the school year and will work with network support staff to monitor progress towards meeting this goal. In the beginning, parent meetings will be held with early childhood families (PK and K) to discuss the importance of attendance and punctuality. At a mid-year meeting, attendance coordinator will report how well the school is doing to meet the goal. In subsequent professional development workshops, parents will continue to learn about the importance of attending school on a regular and/or timely basis and discuss the impact. ATS reports will be used weekly to track and monitor progress towards meeting the goal. Teachers in their meetings will highlight the students that are at risk for having a poor attendance/lateness record. At-risk students will receive a series of notices reminding their parents of the importance of good attendance and punctuality. Teachers complete detailed progress reports by filling in how many days a child has been absent or late. Monthly progress reports will be submitted to the instructional cabinet. The attendance coordinator will be responsible for monitoring and tracking all absences and lateness.

**8. Timeline for implementation and completion including start and end dates**

- 1.-6. September 2013 to June 2014

7. January 2014 – June 2014

**9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period.
2. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will identify patterns and trends using ATS data.
3. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will work with the parent coordinator on marketing strategies to enhance parents' awareness around attendance issues/concerns.
4. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will work with the parent coordinator to track and monitor the progress of School Messenger related data.
5. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will confer with classroom teachers and parents regarding present levels of student performance and discuss the impact of lateness and/or absence concerns.
6. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will confer with secretary about changes in ATS and with the principal regarding compliance.
7. Attendance Team will include (network staff, attendance coordinator, 1 administrator) that meet once a week as listed on the content specialist schedule as an attendance period. The team will identify patterns and trends using KINVOLVED software and share the information with school leaders, teachers, and families.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be trained on how to use ARIS Parent Link.
- The Parent Coordinator and other staff (e.g., Principal, Dean, 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 attendance.
- The Parent SLT members will report back to their constituency.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**  
6.
- **Key personnel and other resources used to implement each strategy/activity**  
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- **Timeline for implementation and completion including start and end dates**  
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Ready Gen is a cohesive literacy module program designed to equip all teacher with the tools and practices necessary to meet the new expectations of the CCLS. Ready Gen, comprised of deliberately organized text sets and a routines-based instructional path for grades K – 5, is designed to accelerate delivery of the new processes of the Common Core in elementary classrooms. The goal of Ready Gen is getting all students reading the same engaging and complex on-level texts. Various scaffolds and supports are then provided to help teachers facilitate student access to those texts. This is also true for English Language Learners and Students with Disabilities. The Scaffolded Strategies Handbook is a component that supports those specific student populations and at-risk students. Additionally, teachers will work with students to provide small-group instruction and provide guided reading with leveled texts.</p>	<p>Our AIS specialists push in/pull out students at risk throughout the day 5 X a week for 50 minute sessions. Provide 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students Targeted Intervention in Math using Ready Gen/RALLY with small group instruction and targeted groupings for extended day three times a week.</p>	<p>Our service is provided during the school day.</p>
<b>Mathematics</b>	<p>Go Math adapts instruction to the needs of individual learners</p>	<p>Our AIS specialists push in/pull out students at risk throughout</p>	<p>Our service is provided during the school day.</p>

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. Go Math 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 multi-steps. Teachers can easily individualize instruction to meet tiers 1, 2, and 3.

RALLY MATH provides targeted review of the key content and strategies needed to succeed on the New York State Assessments for grades 3 – 5.

- A review of rigorous content expectations and complex processing strategies required by the exams helps students 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

the day 5 X a week for 50 minute sessions. Provide 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students Targeted Intervention in Math using Go Math/RALLY with small group instruction and targeted groupings for extended day three times a week.

	<p>that helps students meet the demands of the CCLS. Targeted (mini-exams) and a full length practice test modeled after the NYS Assessment enables teachers to diagnose students' needs, regularly monitor performance, and measure improvement.</p>		
<b>Science</b>	<ol style="list-style-type: none"> <li>1. As part of intervention, content based reading is being used with K thru 5<sup>th</sup> grade through non-fiction units in reading and writing.</li> <li>2. Staff work with students in small sessions.</li> </ol> <p>The science enrichment teacher provides at least one period a week of hands-on inquiry based sessions for PK – 5<sup>th</sup> grade. Fourth graders are provided with a Targeted Intervention Period in preparation for the NYS Science Assessment.</p>	<p>Our AIS specialists push in/pull out students at risk throughout the day 5 X a week for 50 minute sessions.</p>	<p>Our service is provided during the school day.</p>
<b>Social Studies</b>	<p>The informational text in Houghton Mifflin Harcourt Social Studies New York City provide opportunities to apply, extend, and enrich what we are already teaching Pearson Ready Gen. The integration guide shows how to:</p> <ul style="list-style-type: none"> <li>• Teach comprehension strategies in reading and apply them in social studies</li> <li>• Teach comprehension skills in reading and review them in social</li> </ul>	<p>Our AIS specialists push in/pull out students at risk throughout the day 5 X a week for 50 minute sessions.</p>	<p>Our service is provided during the school day.</p>

	<p>studies</p> <ul style="list-style-type: none"> <li>• Teach writing and grammar in reading and apply them to social studies</li> </ul> <ol style="list-style-type: none"> <li>1. Leveled books enhance students learning through application of skills and strategies.</li> <li>2. Staff work with students in small group sessions.</li> </ol> <p>Although social studies is integrated in our reading and writing curriculum, students from PK thru 5<sup>th</sup> grade are provided with at least one period a week of social studies enrichment.</p>		
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>At-risk counseling services will be contracted through an approved DOE agency to provide individual and small group counseling sessions during the school day.</p>	<p>At-risk counseling services will be contracted through an approved DOE agency to provide individual and small group counseling sessions during the school day.</p>	<p>Our service is provided during the school day.</p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**Recruitment**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our payroll 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.
- A Hiring Committee led by the UFT Chapter Leader will meet to speak with prospective candidates and share their findings with the principal regarding candidates' rankings.
- 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.

### **High Quality and Ongoing Professional Development**

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

#### **Teachers**

On the New York City Department of Education website are professional learning opportunities for teachers in the Common Core Library that tie directly to the 2013- 2014 citywide instructional expectations. Teachers can find more PD activities in **ARIS Connect** and on the **PD and Student Opportunities page**.

- Understanding the Framework for Teaching with Literacy Shifts in Social Studies and Science
- Analyzing Teaching and Learning Using Multiple Lenses in Mathematics
- Implications of the Citywide Instructional Expectations for Classroom Instruction
- Identifying the Relationship Between the CCLS Instructional Shifts and Danielson’s Framework for Teaching
- Looking at Students’ Current Thinking and Surfacing Gaps
- Closing Curriculum Gaps with Close Reading
- Closing Curriculum Gaps by Focusing on the Important Mathematics in the CCLS
- Revising a Common Core-aligned Unit
- Interpreting Danielson’s Framework in Your School
- Introduction to Depth of Knowledge
- Exploring the Instructional Shift of Rigor in Math
- Supporting Students in Accessing Complex Texts
- Making connections in literacy
- Making connections in mathematics
- Common Core-aligned Pedagogy for Literacy
- Introduction to Universal Design for Learning

#### **Principal**

ARIS Learn is a one-stop shop for high-quality professional development resources for school leaders that can be accessed side-by-side with student data and instructional resources. School leaders can use ARIS Learn to explore the School Leadership Competencies, take self-assessments, develop and reflect on learning plans, and find on-line learning opportunities to build school leader effectiveness and ultimately improve student achievement.

School leader competencies define the skills, knowledge and behaviors of effective educators. These research-based competencies offer a roadmap for continued professional growth. They are designed to:

- Provide a common language and understanding of what effective practice looks like
- Identify key skills needed to successfully teach, lead effective schools and increase student achievement

- Serve as a foundation for a comprehensive talent management system that aligns recruitment, selection, training, evaluation, and ongoing support of educators

The NYCDOE School Leadership Competencies were developed based on:

- Research about high-performing schools and principal effectiveness,
- Best practices from across the country including competency models specifically related to school leadership as well as other competency models,
- Input from current and former high-performing principals, and
- Feedback from those who work with, train, and support principals including network and cluster leaders, superintendents, DOE department leaders, and mentors and coaches, including CSA mentors and Leadership Academy coaches.

The School Leadership Competencies are:

Personal Leadership

Data

Curriculum and Instruction

Staff and Community

Resources and Operations

School leader competencies can be explored under the “Competencies” Tab.

Learn provides school leaders and teachers with on-demand resources to help deepen their understanding of competencies from Danielson’s Framework through interactive modules, podcasts, video examples, articles, websites and other materials. These resources are searchable by competency, grade band, and content area, and are grouped in “Learning Opportunities” that provide framing and context to maximize the usefulness of the resources for users. School Leaders will also find resources related to conducting more frequent cycles of classroom observation, work with teachers to examine student work, and provide high-quality feedback.

## **Paraprofessionals**

The Division of Students with Disabilities and English Language Learners (DSwDELL) is supporting special education initiatives with its new professional development registration site. Sessions are open to all DOE educators, including school leaders, general and special education teachers, paraprofessionals and related service providers. October offerings include mini-institutes and workshops on collaborative planning, curriculum, literacy, technology, positive behavior supports, and meeting the needs of ELLs with disabilities.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funding will be scheduled to meet the intent and purpose. Funding will be set aside for STH students. SLT will have a balance of 50/50 and Title I parent meetings will completed by November 2013.

## SWP Schools Only

### Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The early childhood years are full of transitions. These can be trying for children and their families. The Ralph Bunche School will provide families with information about attachment and separation, and to have policies that ease transition into, within and out of the program.

### Measures to Include Teachers in Decisions Regarding Assessments

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

School Committee recommends Local Measures to principal

- MOSL Menu Interactive Tool allows committee to record & view their Local Measures recommendations alongside principal's preliminary State Measures decisions.

Principal makes final State & Local Measures decisions, and records them in Advance Web Application, by September 9

- Advance Web Application allows principal/ designees to record their final State and Local Measures decisions.
- School Local Measures Committee:
- School staff chosen by principal and UFT chapter leader selected Local Measures for teachers and submitted recommendations to principal.

Principal:

- Approved Local Measures Committee recommendations or selected default option based on school-wide growth (by September 9, 2013).
- Selected State Measures for teachers without State-determined measures (by September 9, 2013).
- Shares MOSL selections with teachers.
- Provides necessary staff instruction and support around MOSL selections.

## TA Schools Only

### Use of Program Resources

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

### TA Coordination with the Regular Program

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

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## **Parent Involvement Policy (PIP) Template**

- 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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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;
4. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>125</b>
School Name <b>Ralph Bunche School</b>		

### B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Reginald Higgins</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Valerie Henry</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Joel Rivera</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Esther Williams</b>	Parent Coordinator <b>Griselda Hernandez</b>
Related Service Provider <b>Donna Marhold</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>187</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>12.83%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	8	6	3	2	2	3	0	0	0	0	0	0	0	24
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	8	6	3	2	2	3	0	0	0	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	0	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	4	2	0	2	0	0	0	20
Total	18	0	4	2	0	2	0	0	0	20

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 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
Spanish	7	4	2	2	1	1	0	0	0	0	0	0	0	17
Chinese	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	1	1	0	1	1	0	0	0	0	0	0	0	5
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	8	5	4	2	3	2	0	0	0	0	0	0	0	24

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	2	0	0	0	0	0	0	0	0	0	0	7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	1	4	0	2	1	0	0	0	0	0	0	0	11
Advanced (A)	3	3	2	1	0	3	0	0	0	0	0	0	0	12
Total	9	6	8	1	2	4	0	0	0	0	0	0	0	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1	0	3
4	2	0	0	0	2
5	1	3	2	0	6
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	3	0	0	0	3
4	1	0	1	0	0	0	0	0	2
5	1	0	2	0	2	1	0	0	6
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	1	0	0	0	2
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 analyze and interpret student data from numerous sources (ACUITY, Running Records, Student Portfolios, etc.) The analyses are used to inform teachers as to which academic areas and skills to prioritize for intervention and support. In addition, the available data continue to inform us on how to plan for differentiated instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
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 LAB-R 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 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. To that end, the ESL teacher provides intervention in Reading and Writing to all ELLs during the 1st period. In addition two licensed bilingual teacher will provide academic intervention after school for all eligible students with a focus on ELA, while continuing to develop speaking and listening skills. Overall, teachers in all classrooms and across subject areas have begun to discuss best practices for embedding cognitive academic language. We will adjust how we provide instruction to ELLs and accelerate their learning by looking at their Item Analysis and craft lessons that will target the specific Common Core strands that they are struggling with.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

At this time, NYSESLAT modalities are not available.

4. For each program, answer the following:
  - a. 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?

Over the years, very few of our ELLs have taken the translated versions of the State Math. However, those who have taken the translated version of the State Math examination have not surpassed or obtained higher scores than those students who took only the English version. The SIFE students have not benefited from being administered the exam in Spanish. Translated versions are provided in students' native languages when necessary. In cases where written native language translations are unavailable, a Board of Education translator is hired to provide translations services to students. Overall, all of our ELLs have faired pretty well on the State Math and ELA considering that these were new assessments aligned with the Common Score Standards.

The school is using the ELL Periodic Assessments in order to measure student progress in English language proficiency and to predict performance on the NYSESLAT exams. Based on these assessments, we are learning that children are not building academic language skills and we need to focus our instruction on building content area vocabulary. Collaborative lesson planning, identifying targeted goals and continual measuring of the progress of the students will accelerate their learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

If an ELL is identified as at-risk or below-benchmark on any competency or skill, he or she receives targeted instructional support to improve development in this specific area. The support is provided with the services of language support using Three Tiers of Instructional Support:

Core of Instruction (Tier I), Double Dose of Instruction (Tier II) and Intensive Intervention (Tier III)

Our school uses foundations in order to meet the most critical needs of each student.

We continue to assess whether the instruction/intervention is effective enough in order to assist the achievement of our students throughout the academic school year.

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

We purchase bilingual dictionaries, glossaries and native language libraries in order to consider a child's second language development in instructional decisions. Also a Buddy system is used in our classrooms in order to continue developing the student's second language.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

NYSESLAT, ELA and math are used to evaluate the success of our programs for ELLs. New materials are purchased to assist ELLs develop the four modalities: speaking, reading, writing and speaking accordingly.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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.  
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 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
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.
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.  
The Home Language Survey and the Parent Selection Forms are kept on file and reviewed. They are reviewed at the beginning of every academic school year and programs are created accordingly and if there are sufficient students to do so. Notification letters are sent to parents of Continued Entitlement students. For those new students in the New York City Public School system who are entitled as per 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 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 videa 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 participat in their child's education) is given to them along with the Parent Assurance Surveys and Program Selection Forms. 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. Parents of all ELLs are further invited to a meeting with Mr. Higgins, Ms Hernandez (Parent Coordinator) and key personel including the ESL teacher to discuss parental involvement and promotional criteria. Ms Hernandez serves as a translator to those parents whose native language is Spanish.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
:We use ATS reports including the RLER report to ensure that all sections of the New York State English as a Second Language Achievement test (NYSESLAT) is administered to all ELLs. A checklist with the names of the students and a schedule are created to ensure that all ELLs are administered the NYSESLAT. The Speaking and Listening tests are first administered to the

students. Then, the Reading and Writing tests.

6. 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.) 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. [i](#)
7. The program models offered at the Ralph Bunche are aligned with parents' requests. The HLIS forms are also queued with the notification letters sent to parents. We will continue to build coordination between parent choice and program offerings based on parental requests. For grades K-5, if there are two contiguous grades for whom parents request a bilingual program, the school will create such a program based on ASPIRA Consent Decree.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

The Freestanding ESL program provides services ELLs who have opted into monolingual classes (grades K-5). The ESL teacher collaborates and articulates with the monolingual teachers in order to provide instruction (Push-In and Pull-Out) to new and SIFE students. The Freestanding ESL program follows the NYS CR Part 154 Mandated Number of Units of Support for ELLs, grades K-8: Beginners and Intermediates receive 360 minutes and Advanced students receive 180 minutes of ESL per week. The program models are heterogeneous (mixed proficiency levels).

a. Push-in model: The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition, develop academic language and vocabulary support while retaining content instruction time for Intermediates and Advanced students using the Balanced Literacy Model. The goal is to help the students master the Common Core. ESL techniques and methodologies are used to reach the various learning styles. Realia, visuals, bilingual glossaries and native language libraries to provide comprehensible input and to lower the Affective Filter.

b. Pull-out model. ELLs (SIFE) and Beginners students who spend the majority of their day in a monolingual classroom are removed for ESL and Native Language Arts instruction using ESL strategies and techniques (Total Physical Response, Language Experience Approach, Music, ect.) to target all skills (Listening, Speaking, Reading and Writing). ReadyGen and ESL scaffolds are used to support the ELLs.

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)?

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 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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)

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

Students are appropriately evaluated in their native languages throughout the year in the absence of a bilingual class. We provide books in both native language and English, Students are allowed to express ideas or complete writing tasks/ assignments in native language. If necessary WordReference is used to translate assignments into English.

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

We will differentiate instruction for ELL subgroups based on the areas of need for academic improvements. We administer diagnostic assessments (formal and informal assessments) for listening, speaking, reading and writing:

For Math: Go Math and Mid Chapter Check points (once per month) and Exit Slips (daily)

Reading: Fountas & Pinnell is administered ( Once per month), Informal Reading Inventory (IRI), once every two months and ReadyGen whose frequency is once a month.

ELLs are administered the ELLs Interim Assessment test three times a year. Additionally they practice NYSESLAT skills with Getting Ready fo NYSESLAT on a daily basis.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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.

Former ELLs are provided with support in ELA and Math for up to 2 years after they test out of the NYSESLAT. They also receive extended time on the State exams.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
9. We provide ELL-SWD with extracurricular activities such as plays and performances. The Marionette Theater reaches two modalities: visual and auditory exposure to the English language. The children take farm trips (Queens Farm) to touch and feel fruits and vegetables. They also go on community trips. For example, the firehouse to meet the community helpers and ask them questions. They have gym and swimming where they make use of all of the modalities.

**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		

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

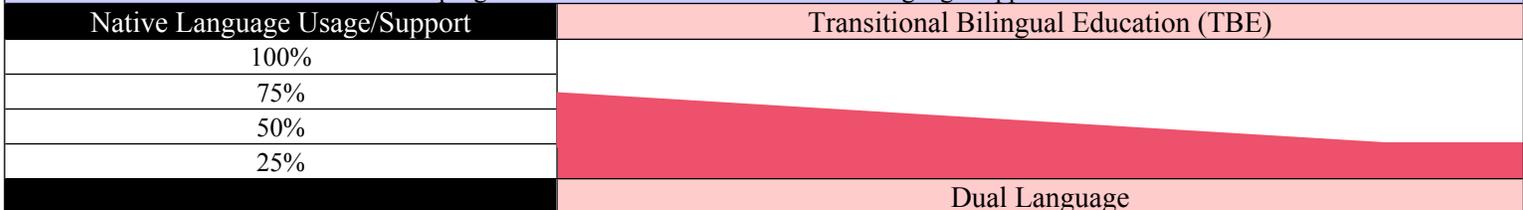
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

10. 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.

Targeted interventions in all subject areas: ELA, Math, Science and Social Studies are determined by student performance, student work and performance as well as informal assessment and the NYSESLAT. Students are grouped cooperatively for content area instruction: ELA, Math, Science and Social Studies. Cooperative groupings enable the students to read, listen, speak and write for comprehension and information, expression, literary response, evaluation, critical analysis and social interaction. Many varieties of materials are available to support the ELLs in the content areas: classroom libraries in both native language and English. Additionally, the reading books are available for students in their independent reading levels. Teachers use graphic organizers to make content area instruction comprehensible. ELLs are provided scaffolding of new vocabulary through use of maps, visuals, globes, etc. and by making connections to vocabulary to real-life situations. The instructional materials used to support the students are Ready Gen for ELA, Go Math for Math and Foss for Science. Teachers utilize computers and smart boards to give students visual aids in interactive activities so that they learn and comprehend the subject matter more. The teachers scaffold instruction through modeling, questioning and getting feedback. Assessing students takes place on an ongoing basis by ESL teacher in native language and subject area teachers.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ELLs are struggling in order to meet the standards of the Common Core especially in the content areas of ELA, Math and Social Studies. Strategies and additional language support must be utilized by all teachers to increase .

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

We will consider purchasing Destination Math, Achieve 3000, My Access Writing. We believe that these specific programs can assist in moving the ELLs that are Intermediates and Advanced levels. We are also considering creating a Dual language class (Grade K), an early morning and after school programs for test prep

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

We do not plan to discontinue any of our programs. However, if budget cuts require us to do so, we will comply accordingly.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have equal access to all school programs and afterschool activities. They are fully included and mainstreamed into all of the activities that the school offers. For example, Book-oween, Gym, swimming and theater arts. They are also incorporated in our extracurriculum activities: BOX and Title III. The Title III is a supplemental program geared specifically to assist ELLs students with Reading and Writing and homework assignments.

15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional programs that are used to support ELLs are Go Math, Ready Gen and FOSS for Science. We also use 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. Computers and smartboards are also utilized to support the ELLs.:

16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language use and maintenance is fully embraced, encouraged and integrated in both regular instructional and Freestanding ESL classes. Children are encouraged to assist each other and have discussions in their native language. They are also allowed to

express their ideas in their native language when completing their writing assignments

17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources correspond to ELLs' ages and grade levels. All of the materials purchased to support our ELLs are according to grade levels and age levels.

18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, newly enrolled ELLs are invited to meet the school's staff and administration. Family Tours are offered to acquaint families with the school's climate and Multicultural Potluck dinners. Additionally PS 125 provides workshops on parental involvement and supporting learning at home. Parents also volunteer and provide tutoring services in the classrooms.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

2. The professional development offered to all teachers are:

- Student to-Students discussion. Teachers are trained on how to engage students in high-quality discussions exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

- Multiple Entry Points: Rather than relying on printed materials and whole-class lecture notes, teachers are trained to incorporate multiple formats to represent information and enhance student engagement through multiple versions of a story or of a math or scientific process; using multimedia collections, including images, sounds, text, video, concept maps, web links or animation of text-meaning.

3. The school leadership provides content specific PD and support on differentiated instruction, scaffolding, flexible groupings, etc. The school leadership also provides management specific PD and support (i.e: managing/identifying student groups, managing a child centered classroom, Classroom flow, etc.). Additionally, pedagogical PD and support (meeting individual students' needs in a group setting, assessment, multiple intelligences, etc.) A central point is also provided (along with the Guidance counselor) to assist parents in becoming an integral part of their child's education.

The Guidance counselor provides support to understand students' needs and feelings, especially in a second language setting, suggests skills and strategies to assimilate the child into the class. The Guidance counselor also gives an additional "safe haven" if instruction becomes overwhelming and a central point (along with School Leadership) to assist parents in becoming an integral part of their child's education and finding community supports to assist families.

4. The ongoing trainings focus on specific assessments (NYSESLAT, LAB-R, and Periodic Assessments) 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.

October 2013– Using NYSESLAT data to drive instruction.

The professional development dates for the current years are as follows:

November 2013– Second Language Acquisition

December 2013– Scaffolding for ELLs in monolingual classrooms

January 2014– Using the “ELL buddy system” to improve ELLs achievement

February 2014– Monitoring ELLs’ progress throughout the content areas

March 2014– Enhancing ELLs’ Listening Skills

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 inform our parents through school flyers, letters and website posting. P.S 125 gives parents surveys and workshops so that they can continue to have an active voice in the school. There are learning walkthroughs that provide parents with the opportunity to involved with the school, visit classrooms and get informed about the school's programs. School expectations, rules regulations, assessments, instructional standards, academic rigor and parental support is emphasized. Many workshops are provided to parents in their native language by using in-house consultants In order to increase parental understanding of assessments, tests and Common Core standards, conversations and communication are ongoing throughout the academic school year.  
Some of the specific activities or workshops that foster parental involvement are:
    1. Assist your children succeed in school
    2. How to assist with homework?
    3. How to Help Your child Learn to Read and Write
    4. Ways to raise confident kids
    5. How to be an effective parent and how to speak without raising your voice.
  2. The school partners with other agencies oar Community Based Organizations to provide workshops or services to ELL parents
    - Asphalt Green Swimming School Partnership provides swimming instruction to parents in grades 2-5 through their waterproofing Program.
    - Barnard College Tutoring Program- Student Interns
    - Columbia University- Power Lunch/Everybody Wins Reading Enrichment
    - City Call Theatre Arts Partnerships
  3. Parents are invited to provide us with letters of questions and concerns so that we could address their needs. They are also given parent's surveys, evaluation sheets enlisting workshops they would like to participate in by the Parent Coordinator
  4. Based on these forms, parental involvement activities are planned to target the needs of the parents. Most of them respond that they are interested in workshops on how to assist their children with homework at home, social and emotional issues that they face. The Parent Coordinator coordinates the workshops and provides the parents with translators. Resources, materials and refreshments are also made available to parents.

## E. 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.

Paste response to question here:

## 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 2013-2014 TO 2014-2015

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

DBN: 5M125      School Name: 125

Cluster: CFN 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**

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

The Ralph Bunche School determines within 30 days of a student's initial enrollment the primary language that is spoken by every student parent enrolled in our school and if the language is not English, written translation and oral interpretation services to parents on a timely information in their primary languages. We also use the indicators of home language on ATS, interview with parents and parent surveys to assess written translation and oral interpretation 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.

According to the HLIS forms and informal interviews, we currently have 4 New Arabic students whose parents need translations and interpretation services although, they speak English. We also have Spanish speaking parents who require Translation and interpretation services..

## Part B: Strategies and Activities

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

Memos are translated by the Department of Education via email submission. In-house- staff and the ESL teacher provide written translation when the Department of Education can not provide translations on time..

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.

The school will provide in -house by school staff parent volunteer oral interpretation services whenever possible. We will also use the Department of Education translation services in order to meet the needs of our parents.

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>.

The Parent Coordinator provides the Bill of Parent Rights upon registration to parents. The parents' rights and Translation availability services are posted on a bulletin board at the main entrance of the school and outside the main office. Our safety plan has procedures that assures that all parents have access to administrative communication despite a language barrier. Additionally, PS 125 seeks the assistance of the Department of Education translation services to translate documents containing important information about students' education enabling parents to comprehend all correspondences. Additonially, Our school website provide information to parents in Spanish.