

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**05M125**

**School Name:**

**THE RALPH BUNCHE SCHOOL – PS 125M**

**Principal:**

**REGINALD HIGGINS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 05M125  
School Type: Public School Grades Served: Pre-K - 5  
School Address: 425 West 123<sup>rd</sup> Street • New York, NY 10027  
Phone Number: 212.666.6400 Fax: 212.749.1291  
School Contact Person: Reginald Higgins Email Address: rhiggins@schools.nyc.gov  
Principal: Reginald Higgins  
UFT Chapter Leader: Benjy Blatman  
Parents' Association President: Tanesha Ingram/Noemi Colon  
SLT Chairperson: Reginald Higgins  
Student Representative(s): N/A

**District Information**

District: 5 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123<sup>rd</sup> Street • New York, NY 10027  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212.769-7500 Fax: 212.769.7619

**Cluster and Network Information**

Cluster Number: CL 04 Cluster Leader: Chris Groll  
Network Number: N401 Network Leader: Shenean Lindsay

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Reginald Higgins	*Principal or Designee	
Benjy Blatman	*UFT Chapter Leader or Designee	
Tanisha Ingram	*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/ Staff	
Donna Marhold	Member/ Staff	
Noemi Colon	*Member/ PA Co-President	
Clyde Tate	Member/ PA	
Tomoi Zeimer	Member/ PA	
Daiyu Suzuki	Member/ PA	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
▪	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
▪	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
▪	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
▪	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
▪	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
▪	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Ralph Bunche School is a long-time educational center serving southwest Harlem and Morningside Heights. Our school's location makes it a "melting-pot" of cultures that we use to celebrate and enhance our children's experiences. We are at the crossroads of the traditional Harlem, which includes Grant and Manhattanville Houses, and Columbia University and its environs. We currently have a student population of 221 students of all ethnicities. A majority of our students are Hispanic and Black. Of our students, 10% are English Language Learners (ELL) and 16% are Students with Disabilities (SWD). While we use data as needed, we celebrate our students' differences and similarities and we look toward enhancing their achievements based individual needs and not categories.

The Ralph Bunche School's mission is to provide a strong career, college and life preparatory program from which each student will develop a personal commitment to learning, a respect for independent thinking, an expanding curiosity about the world and its people, and value diversity to become responsible world citizens. We are dedicated to helping young people make bold and valuable decisions with their lives while acting as a force for positive social change.

In striving to achieve these goals, there are various long and short term strengths and challenges that must be used, enhanced or surmounted. Our greatest asset is our staff. They have proven, time and time again, that they are willing to go above and beyond their roles for the benefit of the children, their families and the staff. In other words, we, the children, families and staff, are the Ralph Bunche Family and we do what is in the best interest for the growth of the entire family. Aside from giving, our staff at the Ralph Bunche School is collection of multi-talented professionals that enhances student achievement by directly working with the children and indirectly supporting their colleagues. Our school has maintained and improved our students' performance in the face of some major challenges.

We continue to show growth even though some of our higher level students are being recruited by the charter schools within the Harlem community. In addition, we have been working tirelessly, to maintain services and space to support and enhance instruction and experiences within a Campus School that must share space with two other schools. Due to community demographics and Department of Education policies and decisions we have become a smaller school. While this makes it easier for us to work and act as a family, there are some significant drawbacks. Since school funding is almost wholly based upon student population, we receive less money to enhance our students' education and experiences. The most noticeable effect of a smaller budget is that we have fewer resources to provide full Physical Education, Music and Arts programs for our students. While our talented staff integrates elements of the Arts into their daily work, it is not the same as a dedicated specialist.

In lieu of dedicated staff member to support our students' Physical Education, Music and Arts education, we have reached out and created partnerships with numerous organizations to meet the students' needs. One of our school's assets is a full size swimming pool. Some the first and ongoing partnerships have to do with creating swimming and swimming safety programs for all the Ralph Bunche Students (Pre K- 5). Asphalt Green (Swimming and Recess Enhancement Program); Swim For Life; Swim, Swim, Swim, I Say! ; are some of our key affiliations along with Activity Works, Ballet Tech and NYC Parks and Recreation.

In addition to Physical Education, we have also affiliated with a number of Arts organizations. These programs or affiliations are Studio in a School; Apollo Theater Education Program; Doing Art Together; Artists Reaching Out (ARO); and the Columbia University Musical Mentors Collaborative. We are continually trying to bring new and varied partnerships and affiliations to the Ralph Bunche School. Currently, we are in discussions to bring Disney Musicals in Schools which will benefit the entire school and will truly integrate the Arts with our students' academic instruction.

At the Ralph Bunche School we not only try to create affiliations to support our deficit areas but also to enhance our areas of strength. We have created affiliations and partnerships to support and enhance the academic and social/emotional needs of our students and our parents. These programs include: America Reads; Read Ahead; Cool Boyz Read; GrowNYC; Cookshop; Columbia University Community Impact; and Peace X Peace.

While each of our affiliates or programs may not serve the entire school, the number of activities offered, by school, class or selected students will serve all the Ralph Bunche Students. We do not keep programs just to *have* a program. The Ralph Bunche School consistently monitors how these programs are benefiting our students. If a program is inappropriate based upon our needs or not providing any beneficial impact, we will not continue with that partnership.

In addition to partnerships and affiliations, at the Ralph Bunche School we believe in educating the whole child. Understanding the demographics of our community, we need to make certain that all of our students are expanding their viewpoints from books to the world. With that as a goal, we have instituted a policy of providing numerous and varied field trips that will seamlessly integrate with what they are learning in the classroom. Additionally, they will provide cultural references and resources in order to expand the level of thought, vocabulary, and understanding the use of authentic artifacts and models to improve and enhance the students' cognitive and metacognitive abilities.

We are the first school a child will attend; we are the first teachers a child will remember. We must, as a Pre K to fifth grade school, set a positive tone for life-long learning. Going back to our mission, all the work we do as educators and all the affiliations we bring to the Ralph Bunche School are for a broad but singular purpose: To help young people make bold and valuable decisions with their lives while acting as a force for positive social change.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The cornerstones of state and federal accountability in New York include new state accountability rules defined by New York State Education Department (NYSED)’s Elementary and Secondary Education Act (ESEA) waiver and annual state report cards that inform parents and communities about student performance. As NYSED indicated, P.S. 125—The Ralph Bunche School’s 2013 – 2104 New York State School Report Card (SRC) is a school in “Good Standing.”

The New York State School Report Card is an important part of the state’s effort to raise learning standards for all students. The Report Card provides information to communities on the school’s status under state and federal accountability systems. It also includes data about schools’ strengths and weaknesses that can be used to improve instruction and student services.

The state’s accountability system is one measure of school performance that can be used in conjunction with New York City’s evaluation tools, including the School Quality Snapshot, the Quality Review, and the NYC School Survey. The New York State School Report Card 3-5 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

The Quality Review was a two-day school visit by Superintendent Gale Reeves to P.S. 125—The Ralph Bunche School. During the review, Superintendent Reeves visited classrooms, talked with parents, students, teachers, and Principal Higgins, and used a rubric to evaluate how well the school was organized to support student achievement.

The Quality Review was developed to assist New York City Department of Education schools in raising student achievement. The process is designed to look behind a school’s performance statistics to ensure that the school is engaged in effective methods of accelerating student learning.

After the site visit, the school received a Quality Review Report that was published on its DOE website. The report provided the school community with evidence-based information about the school's development and served as a source of feedback for the school administration to improve the school's support for students.

Every year, all parents and all teachers take the NYC School Survey. The survey helps Principal Higgins understand what key members of the school community say about the learning environment at P.S. 125—The Ralph Bunche School. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.

Survey results provide insight into a school's learning environment and contribute a measure of diversification that goes beyond test scores. Survey questions assess the community's opinions on a school's culture, instruction, and systems for improvement. Principal Higgins uses survey results to better understand the school's strengths and target areas for improvement.

## AREAS OF CELEBRATION

### New York State School Report Card

- P.S. 125--The Ralph Bunche School's current status is a school in "Good Standing." This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.
- The Closing the Achievement Gap section on the School Quality Guide reflects the degree to which the school is helping high-need students succeed. P.S. 125—The Ralph Bunche School is a school "Exceeding Target" as indicated on the School Quality Guide for 2013 – 2104.

### *NEW YORK STATE ENGLISH LANGUAGE ARTS ASSESSMENT DATA*

School Year	Percentage of Students at Level 3 or 4	Average Student Proficiency	Median Adjusted Growth Percentile	Median Adjusted Growth Percentile for Lowest Third
2013 - 2014	27% (n=62)	2.46	77.0 (n=35)	91.0 (n=10)
*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)

### *NEW YORK STATE MATHEMATICS ASSESSMENT DATA*

School Year	Percentage of Students at Level 3 or 4	Average Student Proficiency	Median Adjusted Growth Percentile	Median Adjusted Growth Percentile for Lowest Third
2013 - 2014	44% (n=63)	2.88	78.0 (n=35)	86.0 (n=11)
*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)

\*Indicates first year of NYS Assessments aligned to Common Core Learning Standards

## *New York City School Survey 2014*

### Instructional Core

- How do parents feel about the school’s curriculum, instruction, and assessment practices? Parents--The education my child has received this year. (99% Very Satisfied/Satisfied) Parents—My child’s school gives my child meaningful assignments that help him or her learn. (96% Strongly Agree/Agree)
- How do teachers feel about the school’s curriculum, instruction, and assessment practices? Teachers—The principal at my school communicates a clear vision for our school. (89% Strongly Agree/Agree) Teachers—My school has clear measures of progress for student achievement throughout the year. (89% Strongly Agree/Agree)

### **AREAS OF FOCUS**

#### *Quality Review Report 2012 – 2013*

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. (1.1)

- 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 adjustments regarding the balance of informational and 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 the 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.

Improve instructional practices across classrooms to ensure that diverse learners are consistently provided with challenging tasks enabling them to demonstrate higher order thinking skills. (1.2)

- Some teachers prepare lessons that target the specific needs and strengths of students and employ strategies that address a range of student ability levels. This however, is not the practice in every class; therefore, not all students receive the academic support necessary to accelerate their learning. Additionally, although students sit in groups, teachers do not always use formative data to make assignments or to develop appropriately challenging tasks. As such, most teachers do not yet plan lessons that allow for sufficient student engagement in higher order thinking. As a result, meaningful work products that demonstrate activities that stretch the thinking of all learners including English language learners, students with individual education plans, and those performing at the highest achievement levels is not yet evident school-wide.

Ensure consistent use of varied on-going assessment practices and analysis of student learning outcomes to adjust instructional decisions at the team and classroom level. (2.2)

- At the fifth grade level the math teacher pre-assesses students’ understanding of each new unit and utilizes varied strategies and technological tools (such as Smart board clickers) to note students’ ability to comprehend lessons and develop conceptual understanding. This level of checking for student understanding however is not the norm across grades and classrooms. Additionally, although teachers

repeatedly ask questions, many do not analyze student responses to check for understanding. This hinders their ability to make timely and effective adjustments so that students receive daily feedback and are able to master concepts and further their own learning.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the implementation of cohesive and integrated school-wide systems the Ralph Bunche School will improve student performance. By June 2015, 48% of our students (33 of 69 students) at Level 3 or Level 4 on the 2015 NYS ELA and 68% of the students (48 out of 71) at Level 3 or Level 4 on the 2015 NYS Math.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b><u>Embrace a Standards-Based Education</u></b></p> <ul style="list-style-type: none"> <li>• Clear expectations are outlined by grade for the students at the school</li> <li>• 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</li> <li>• Danielson Framework for Teaching guides teaching practices to ensure students meet the standards</li> <li>• 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.</li> <li>• Information regarding the curriculum can be found in curriculum maps at each grade level in literacy, social studies, science and math</li> </ul> <p>Learning-by-doing is generally considered the most effective way to learn. It is very to design lessons that prepare students to address the complex intellectual challenges of levels of authentic instruction and assessment. Assessment is not merely summative. Therefore, the link between classwork and standards must be the most reliable indicator of students’</p>	<p>All student and teacher constituencies will be targeted to meet this goal.</p>	<p>On-going, September 2014 through June 2015</p> <p><i>Key Benchmark and Review Points</i></p> <ul style="list-style-type: none"> <li>•September</li> <li>•October</li> <li>•November</li> <li>•December</li> <li>•January</li> <li>•February</li> <li>•March</li> <li>•June</li> </ul>	<p>The Principal is responsible for implementing and overseeing the activity/strategy.</p> <ul style="list-style-type: none"> <li>•Administrator (Principal)</li> <li>•Teachers (Dean, Lead Teachers, Data Specialist)</li> <li>•Teachers (Classroom, Specialist, Related Service Providers)</li> <li>•School Assessment Team (Guidance Counselor, School Psychologist, School Social Worker, Speech Teacher, IEP/SETSS Teacher)</li> </ul>

performance.

### **P.S. 125 Ralph Bunche School--Portfolio System**

Ralph Bunche School teachers are using this authentic performance assessment to document children's learning experiences, meet standards, and connect assessment to instruction.

The RBS Portfolio System, an authentic performance assessment, is based on teachers' observations of children at work in the classroom learning, solving problems, interacting, and creating products. Designed for students in kindergarten through 5th grade.

These elements focus on the classroom and reflect Common Core Learning Standards, state, and local instructional expectations, as well as the teacher's objectives. Instead of providing a mere snapshot of narrow academic skills at a single point in time, the RBS portfolio system is an ongoing documentation and evaluation process designed to improve the teacher's instructional practices and student learning.

Through the checklists and other structures, teachers can systematically assess students' progress in six areas: Writing, Mathematical Problem Solving, Science, Social Studies, Assessment, and Portfolio.

K – 5 teachers must create a student work folder system for each child in their class:

- Writing folder
- Must include the writing process (date, brainstorming, drafting, revising, editing, final drafts, published piece, standards addressed, rubric, feedback)
- Student reflection must be included.
- Math Problem Solving folder
- Must include evidence of model drawing and math vocabulary. Work must demonstrate standards addressed, rubric, and feedback. The work must be dated.
- Student reflection must be included.
- Science folder
- Must include the content standards addressed, literacy and/or math standards addressed, unit, essential question, task, rubric and feedback. The work must be dated.
- Student reflection must be included.
- Social Studies folder
- Must include the content standards addressed, literacy and/or math standards addressed, unit, essential question, task, rubric and feedback. The work must be

dated.

- Student reflection must be included.
- Portfolio
- Students must identify their best work in literacy, mathematics, science and social studies.
- Students must explain why they selected the work as evidence of their “best work.”
- Teachers must identify the students’ best work on the priority standards in literacy and mathematics.
- Assessment folder
- Must be separated into content areas.

Literacy

- Running Records
- Spelling Tests/Dolch Word Checklists/Repeated Readings
- Foundations
- Ready Gen Unit Tests
- Ready Gen Performance Based Assessment
- School Nets Assessments and DOE Bundle Tasks
- Teacher created assessments
- RALLY
- Read Works

Mathematics

- Go Math Unit Tests
- Go Math Performance Based Assessments
- School Net Assessments and DOE Bundle Tasks
- Teacher created assessments
- RALLY
- IXL

Science

- FOSS Performance Tasks
- School Net Assessments
- Technology assessments
- Teacher created assessments

Social Studies

- Houghton Mifflin Unit Tests
- School Net Assessments
- Teacher created assessments

Written output is a great way to assess student knowledge. Every student must be able to write—in every subject. Writing simplest way for teachers to make accurate assessments about student learning, and to get a glimpse of the individual thought processes of a large and diverse classroom population.

Writing is the essential skill students need as they enter adult

life. Reading is an essential skill students need. But, having learned to read, having learned to acquire information through print, the emphasis shifts to writing as our emphasis on college and career readiness becomes increasingly interested in what people can do with information after they have acquired it.

Helping students learn to express themselves with confidence in all subject areas can contribute to improvements in behavior and self-esteem. Students who write clearly, think clearly and students who think clearly have a better chance of navigating their way through the school-based obstacles.

Reading, Math, Social Studies, Science and Technology is concerned with input. Writing is output.

### Social Studies

The goal of our Social Studies curriculum is to allow students to ask essential questions, probing them to learn more about the world beyond their classroom, in order to develop awareness and a sense of social responsibility, justice, and commitment to humanity. Our teachers provide social studies instruction in the classroom two to three times per week.

Essential questions are the basis of all of our social studies units. Geography, culture, history, politics and economics are woven throughout our interdisciplinary social studies curriculum. Teachers use historical fiction, narrative accounts, primary sources, and other non-fiction writing to bring understanding to their students. Mapping is part of the study so that students can develop and expand their sense of place. Timelines help students understand the when in history. Students learn the art of note-taking and the difference between fact and opinion. Projects are an essential part of the social studies curriculum and applied learning will tie into these studies. We will engage in the Independent Investigation Method for Research (IIM) method, which allows our students to create projects that include map making, murals, reports, biographies, student presentations, singing songs, dairies, three-dimensional models, and oral presentations. This instructional model also enables our students to be independent researchers.

Field trips allow teachers to use the city and beyond to give meaning to the curriculum. Throughout the studies, it is essential that the students relate what they are learning to their life in New York City.

Reading and writing, science and math all play a role in our social studies curriculum. Read a-louds, shared reading,

independent reading and small group reading and writing, studies of myths and folktales, and research skills are some examples of literacy as a part of social studies. Mapping skills, model making, time lines, grids and graphs are skills that use mathematical understanding. Social studies units include both social and physical science. Students learn about environments and health, animals and habitats, geology and ecosystems, natural resources and weather, as well as food chains and life cycles. They also learn about various structures throughout NYC.

- Teachers will develop lessons that scaffold the IIM Method for students that follow the scope and sequence for their grade.
- Teachers will provide evidence of coordinating field trips that are aligned to their units of study in social studies. Teachers are encouraged to use museums as classrooms to deepen understanding of the content.
- Teachers may use Houghton Mifflin to practice content-based reading however they must include the use of primary documents, maps, music/songs, plays/musicals, read alouds, historical fiction, non-fiction, magazine articles, newspapers, biographies/autobiographies, pictures, visual art, television shows, political cartoons/satire, videos, movies etc...

#### Technology

The purpose of the computer technology curriculum program is that each student is able to comfortably use a computer. Computer skills will be introduced in the primary grades and mastered as students advance to the middle school level. Through this exposure, students will gain a positive view of computers as tools for learning.

#### Introduction of Concepts and Skills

Grades K – 1 will:

- follow classroom rules for responsible use of computers.
- develop an understanding that each student must work cooperatively with each other and their teacher.
- use correct terminology for basic components of a computer system: e.g., monitor, keyboard, disk, CD, printer, and mouse.
- develop basic skills for using hardware and applications such as: open/close a program, navigate using scroll bars, arrow keys, and mouse.)
- develop keyboarding skills with the use of software.
- develop skills in word processing using teacher templates.
- print documents/projects.

- explore the use of drawing & painting applications for class projects.

#### Developing the Use of Acquired Concepts and Skills

Grades 2 –3 will:

- be able to follow classroom rules for responsible use of computers.
- develop an understanding that the computer is a tool for learning.
- learn the need to respect the work of their peers.
- use correct terminology for basic components of a computer system: e.g., monitor, keyboard, disk, CD, printer, mouse, hard drive, and window.
- develop good keyboarding skills with emphases on correct finger placement.
- identify the menu bar.
- develop word processing formatting skills.
- use spell check with teacher direction.
- insert images (clip art) into word processing documents.
- save a document to a folder created in the student’s name.
- print documents/projects.
- develop an understanding of the school’s rules for safe and ethical Internet use.
- do an Internet Search from a teacher-selected Web site.
- learn how to create a presentation via a presentation program.

#### Concepts and Skills

Grades 4 – 5 will:

- demonstrate an understanding of classroom rules regarding responsible use of computers, responsible behavior around equipment, respect for other people’s work, and appropriate collaborative behavior.
- build keyboarding skills from the intermediate level to advanced level emphasizing correct finger placement.
- develop word processing skills to facilitate the writing process.
- develop advanced formatting skills.
- create images, for later use in MS applications, with drawing/painting software.
- insert images from clip art, CD’s and the internet to an application.
- use spell check and editing skills.
- develop the use of online resource materials to research and enhance their reporting skills.
- successfully print various documents, such as word processing or spread sheets.
- create a presentation by using PowerPoint software:

inserting graphics, sound, and transitions.

- be introduced to multiple uses of a spreadsheet.
- understand the fundamentals of database file creation and use.
- use software to support math and language arts.
- be introduced to the use of digital cameras for video project and editing via Moviemaker.
- understand the schools' Acceptable Use Policy, and know the consequences of violating that policy.
- understand and demonstrate ethical behavior in copying files from the internet, by properly identifying the source of the information.
- coding
- required to do a research project in conjunction general curricular standards and present the work on a PowerPoint Presentation to the class.

## Science

Our science curriculum must focus on children developing their awareness and curiosity about the natural and built worlds that surround them by using the scientific process. In our science specialist's lab, students investigate, and create and test hypotheses through experiments. Our science specialist, Mr. Blatman, will work with classroom teachers to link the science standards to the curriculum across the grades. We aim to integrate science content with other core curriculum – social studies, literacy, and mathematics, and our science team collaborates with CBO partnerships. In addition, the science specialist will provide professional development in science for our classroom teachers and work with our SLT/PA to seek out grants for science equipment, trips, and in-service programs. We have also forged a partnership with Columbia University STEM, with the goal of constantly updating and enhancing our science and technology instruction.

### **“Framework for Effective Teaching”**

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

- 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
- Teachers will prepare lessons that target the specific

<p>needs and strengths of students and employ strategies that address a range of student ability levels.</p> <ul style="list-style-type: none"> <li>• Teachers will use formative data to make assignments or to develop appropriately challenging tasks.</li> <li>• Teachers will plan lessons that allow for sufficient student engagement in higher order thinking. As a result, meaningful work products will demonstrate activities that stretch the thinking of all learners including English language learners, students with individual education plans, and those at/or above grade level standards.</li> <li>• Teachers will employ open-ended questions to spark discussions. As a result, students will begin questioning each other's assumptions and ideas. An example is a class where students make connections to a previously read text, cited text to defend their answers, and built on each other's thoughts and ideas.</li> <li>• Teachers will ask questions and analyze student responses to check for their understanding. As a result, the teacher will make timely and effective adjustments so that students receive daily feedback and are able to master concepts and further their own learning.</li> <li>• Teachers will hold high expectations as evidenced by what they are asking their students to do during instructional time. As a result, the students will make progress towards meeting their grade-level content standards.</li> <li>• Teachers will personally commit to achieving equity for all students and believe that they are capable of making a difference in their students' learning.</li> <li>• Teachers will help their students see learning tasks as meaningful.</li> <li>• Teachers will provide scaffolding that links the academically challenging curriculum and vocabulary to the cultural resources that students bring to school.</li> <li>• Teachers explicitly teach student the culture of the school and seek to maintain students' sense of pride and identity.</li> </ul> <p><b><u>Teacher Teams:</u></b> Four Key Questions for Teachers to Focus on for Improvement</p> <ul style="list-style-type: none"> <li>• What are the results of formative or benchmark assessments?</li> <li>• What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?</li> <li>• Am I using lessons that were designed by teacher team to support my students' growth or did I design the</li> </ul>			
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<p>lesson, and what are the results?</p> <ul style="list-style-type: none"> <li>• Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning?</li> </ul> <p>Task focus- The purpose of the meeting is well-defined and focused on improving student learning. At one meeting the focus is directed towards improving the planning (examining student work, task, alignment to standards, rubric, feedback) and measuring of student progress (what trends does the data show.) Another focus is on a teacher developing their pedagogy that directly impacts to student achievement.</p> <p>Leadership- All members of the team must be considered as teacher leaders. Individual instructional expertise is valued and utilized by all team members, veteran and novice alike. Roles are rotated so that they are available to all team members at one time or another.</p> <p>Each member will be assigned a specific role to strengthen and distribute teacher leadership.</p> <ul style="list-style-type: none"> <li>• Team Leader: Facilitates meetings and provides overall team leadership.</li> <li>• Communication Chief: Communicates with administrators and oversees all parent contact for members of the team.</li> <li>• Curriculum Master: Focused on curriculum issues, in particular the implementation of the core curriculum in all subject areas.</li> <li>• Data Dean: Handles data collection and analysis, as well as facilitates team discussion of students on the verge of proficiency.</li> <li>• SEL Dean: Handles OORS and analysis, as well as the interventions/supports recommended for at-risk students.</li> </ul> <p>Teachers will rotate through all of the assigned roles over the course of the year to ensure that they were experiencing multiple functions.</p> <p>Collaborative climate- The environment where the team meets must be grounded in trust, open communication, and the team's common purpose should be apparent. Teams understand that there are benefits to be gained from conflict resolution. Teams find strategic ways to make critiques. The team holds each other accountable for high quality work and</p>			
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all members share responsibility for the team's success and for the success of all its students.

Personal accountability- There is an expectation of performance improvement both for the team and the individual. Team members adhere to completing tasks and executing effective practices of instruction.

Structures and processes- The team has a process for deciding if certain tasks are best accomplished by individuals or by the group, and the team continuously adapts plans and processes to ensure that the team's focus on the student learning needs.

- First Week of the Month- Monday (40 minutes devoted towards ELA- 40 minutes to apply new learning with teacher teams)
- Second Week of the Month- Monday (40 minutes devoted towards Math- 40 minutes to apply new learning with teacher teams)
- Third Week of the Month- Monday (40 minutes devoted towards INQUIRY [ 7 + 5]- 40 minutes to apply new learning with teacher teams)
- Fourth Week of the Month- Monday (40 minutes devoted towards teacher effectiveness- 40 minutes to apply new learning with teacher teams)

#### **Test Sophistication**

- Identify what skills will be tested
- Explicitly design instruction and learning opportunities that are matched to what students will be tested on
- Align assessments to state exams
- Design questions that are closely aligned to state exams
- Create an after-school program for ELA and Math for grades 3 – 5

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

- Teachers will identify the students who are expected to meet proficiency and above. This group will be referred to as the Excelsior Group.
- Teachers will identify the students who may be able to hit the mark and provide another period of literacy and math instruction. This group will be referred to as the V.I.P. (Very Important People) Group.
- Teachers will identify the “most severe” students provide intensive help. This group will be called the Miracle Group.
- Teachers will establish learning targets for all students.
- Teachers will have a response to the guiding questions at all times or be able to show evidence. [Guiding

question—Are all students making adequate progress on the grade level content standards? Is my classroom a positive place where positive relationships prevail and where the culture is one of mutual respect and continuous learning?]

### **Leading Data-driven Instructional Teams**

Data-specialist (grades 3 – 5) and Assistant Principal (K – 2) will implement a cycle of assessment. They are charged with leading grade-level teams in the creation of common, short, multiple choice tests each week.

Data specialist and Assistant Principal are responsible for teaching teachers how uses these results to accurately assess student progress and to identify students for small-group instruction.

Classroom teachers will target specific skills and use the results to plan re-teaching.

Classroom teachers will lead data analysis within their teams.

### **Data Talks**

Administration will develop a shared protocol for analyzing student data and targeting instruction based on the findings. During the data talks teachers are expected to offer each other support in analyzing data to determine where the weakness are and give advice on developing strategies to address those needs. This time will also be used to give feedback from peer observations.

### **Amplify**

Enhancing teacher practice to meet the demands of at-risk students

- Conduct observations with useful and meaningful feedback.
  - Administration will provide specific, timely and actionable feedback that teachers can use immediately to improve their practice. Administration will follow-up to observe teachers' efforts to incorporate feedback and will provide additional feedback to continuously respond to evolving skills.
  - Administrators will help teachers to identify other resources to support growth areas, for example by recommending that teachers attend professional development workshops or observe other teachers who are particularly

strong in the growth area.

All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will use specialist teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain one teacher with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services and the guidance counselor will be the liaison between teachers/students in temporary housing.

P.S. 125—The Ralph Bunche School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- 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 Literacy and Math.
- 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 Literacy/Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.
- The Parent SLT members will report back to their constituency.

**Fostering Professional Learning Communities**

- Teachers learn to problem solve together, provide each other with feedback and build a sense of community.
- Teachers will develop norms and protocols that focus their peer observations, feedback and planning meetings on improving student learning outcomes.
- Teachers will be responsible for leadership of Professional Learning Community activities to enable

more peer-to-peer interaction.

- Teachers will learn to provide input and feedback on each other's lesson plan, use data to inform planning, work together to trouble-shoot and conduct systematic, examinations of student work.
- Teachers will establish a protocol to guide group critiques of classroom practices, analysis of student learning across grade levels and across the curriculum and conversations about expectations, teaching and re-teaching.
- Teachers will create a forum for planning instruction and interventions.
- Teachers will learn to observe each other's practice and provide each other with feedback.
- Administrators will provide standard protocols for conducting peer observations and giving feedback.

### **Instructional Leadership Team**

- Action: What the teacher or teacher team did
- Reaction: How the student(s) responded
- Outcomes: Whether the response led to student learning

### **Four Key Questions for Teachers to Focus on for Improvement**

- What are the results of formative or benchmark assessments?
- What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?
- Am I using lessons that were designed by teacher team to support my students' growth or did I design the lesson, and what are the results?
- Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning.

### **Instructional Leadership Team Members Criteria**

- Must already have demonstrated that they believe all kids can learn.
- Must be a reflective practitioner, someone who gets that they are never a perfect teacher and that there are always areas where you can grow and learn.
- Must be trustworthy, both in their relationships with the administration and with other teachers across the school.
- Must possess instructional expertise and able to lead other adults.


**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal in charge of literacy, mathematics, science, social studies and technology all teachers; all related service providers; grade meetings, parent engagement and professional development built into the school day per SBO
- Lead Teachers (2 in all) who will lead professional development and confer and in helping teachers analyze data; assist with purchasing for test sophistication programs
- Fourth and fifth graders with Individualized Educational Plans who need extra support in literacy and math are taught in a much smaller group by highly skilled literacy and math teachers.
- Teachers provide RTI in math through instructional work sessions.
- Teachers provide RTI in reading through instructional work sessions.
- Professional Development aligned to our priority standards in math is focusing on model drawing, writing in mathematics, and differentiation in math and small group work to meet the needs of our diverse learners.
- Professional Development aligned to our priority standards in literacy focusing on developing academic vocabulary and scaffolding the writing process to meet the needs of our diverse learners.
- Many enrichment opportunities are offered in literacy, including America Reads Program, Read Ahead and Cool Boyz Read a specialized program for boys in grades 3<sup>rd</sup> – 4<sup>th</sup>.
- All kindergarten – 2<sup>nd</sup> graders have weekly cycles of Foundations.
- All 3<sup>rd</sup> – 5<sup>th</sup> graders have an after school program in literacy and mathematics for developing test sophistication strategies.
- All pre-kindergarten - fifth graders go to computer lab once a week where they are taught programming skills that include an emphasis on math skills.
- All pre-kindergarten –fifth graders go to the science lab once a week to engage inquiries aligned to FOSS units of study.
- Each grade has teacher leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues, for example developing a school-wide approach to writing across the curriculum in all content areas that are aligned to the standards.
- We work closely with a professional development organization, Generation Ready, that provides targeted support for teachers.

- We are finding ways to use technology to aide us in teaching literacy and math. This year we have 10 classrooms that currently have interactive white boards (Smartboards or Mimios). In addition, using the KINVOLVED app on the iPad helps teachers track attendance and lateness.

**Daily Schedule Hours**

- Monday 8:00a.m. – 3:40p.m.
  - 2:20p.m. – 3:40p.m. Professional Development
  - (Other professional work) 80 minutes (Teachers and Paraprofessionals)
- Tuesday 8:00a.m. – 3:35p.m.
  - 2:20p.m. – 3:35p.m. Parent Engagement (Paraprofessionals leave at 3:30p.m.)
  - (Other professional work) 75 minutes
- Wednesday – Friday 8:00a.m. – 2:20p.m.
  - Provide resources from RALLY focused on Test Sophistication
  - Provide resources from Measuring Up focused on Test Sophistication
  - Provide resources from Zaner-Bloser focused on Social Emotional Learning
  - Provide resources from IXL focused on Mathematics
  - Provide resources from SWIM SWIM SWIM I SAY focused on Physical Education
  - Provide resources from Studio in a School focused on Arts

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
LTG Grant									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul> <p>At the beginning of the second semester, February 2015, the ELA lead teacher, math lead teacher, data specialist and STEM coordinator will conduct an instructional walkthrough visiting all classrooms to assess the level of engagement and student discourse and watch for evidence of student grappling with big mathematical</p>
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ideas and target literacy standards.

**Part 6b. Complete in February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

X

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The instructional cabinet will identify priority standards data that will be tracked to determine students' needs when the faculty will form inquiry teams. Teachers will meet on their inquiry teams during the Tuesday professional work period. The instructional cabinet will be responsible for which data points that will be collected and organized for the inquiry teams to use in making decisions about student needs, what the inquiry teams will do, and how inquiry teams will be organized. Additional student data (attendance, social emotional, disciplinary) will be reviewed and provided to the inquiry teams. Based on the present cycle of inquiry the expectation is that teachers will implement learning and inquiry cycles to change practices and improve student learning. The instructional cabinet will assess impact of the cycles of inquiry on teacher practice and student learning. Last, the instructional cabinet will share results and best practices and apply lessons learned.

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### AREAS OF CELEBRATION

#### School Quality Review Report 2012 – 2013

School systems and partnerships support students in a safe environment where improving student outcomes are a high priority. (1.4)

- After a review of the School Survey and incident reports revealed safety concerns, a school-based Positive Behavior Intervention Support (PBIS) system was created to foster the development of a positive school tone. The recently formed student government meets with the Prevention Coordinator to provide suggestions and feedback. Representatives reported that after they shared feedback noting that they wanted more “positive” celebrations, there is now an increase in student recognitions and awards that include both rewarding students’ academic and social achievements during school assemblies and celebrating them on hallway bulletin boards. As noted in the student meeting, the opportunity to provide feedback bolsters their self-esteem and leadership skills. Additionally, students are frequently recognized for their good deeds and their names are displayed on a “Caught Being Good” bulletin board. Additionally, the 4R’s (reading, writing, respect and resolution) curriculum that is used in kindergarten through grade 2 to support students’ social-emotional learning embeds conflict resolution skills within lessons. These efforts result in a reduction of the number of superintendent suspensions, while enabling students to value differences and learn in an inclusive environment that is conducive to their needs.
- Students state that teachers “really care.” They appreciate that they can turn to school personnel who promptly address specific concerns. As a result, students and families indicate that the school’s small class sizes enable every student to be well known by school faculty who help support academic growth with tutoring and small group intervention strategies. Additionally, the attendance team frequently reviews attendance and guidance reports to note trends and areas of need. Outreach efforts result in phone calls and home visits. Data analysis informs plans for added supports from Columbia University’s Peace by Peace program, which provides conflict resolution training in grades 4 and 5, the Columbia Wind Ensemble for music instruction, and Asphalt Green, supporting swimming and water safety instruction for grades 2 to 5. These efforts presently result in a two percent increase in monthly attendance rates and increased motivational levels as noted in student and parent meetings.

#### New York City School Survey 2014

##### School Culture

- How do parents feel about the school’s learning environment? Parents—At my child’s school my child is safe. (97% Strongly Agree/Agree) Parents—At my child’s school there is an adult whom my child trusts and can go to for help with a problem. ((96% Strongly Agree/Agree)

- How do teachers feel about the school’s learning environment? Teachers—At my school order and discipline are maintained. (95% Strongly Agree/Agree) Teachers—I usually look forward to each day working at my school. (95% Strongly Agree/Agree)

### AREAS OF FOCUS

#### New York City School Survey 2014

- How often during this school year have you attended a parent-teacher conference? Parents—(52% reports 1 – 2 Times/Never)
- How often during this school year have you communicated with school staff about your child’s academic progress? Parents—(17% reports 1 – 2 Times/Never)
- My school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level (i.e., how to persist through challenges and reflect on their learning.) Teachers—(21% report they Strongly Disagree/Disagree)

#### Online Occurrence Reporting System

- Based upon the 2013 – 2014 data, the vast majority incidences occur immediately before, during , or immediately after lunch periods.

#### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ralph Bunche School faculty will create a respectful environment where all students feel valued, safe, and comfortable taking intellectual risks. By June 2015, 86% of teachers will strongly agree/agree that “*my school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level*” as measured on the NYC School Survey 2015.

#### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>The Voices Program</b> Integrates social and emotional learning (SEL) and the	All student and teacher constituencies	January 2015  <i>All staff</i>	The Principal is responsible for implementing

<p>language arts for pre-kindergarten to fifth grade.</p> <p>Through the program, Zaner-Bloser provides training and classroom coaching to prepare teachers to teach weekly lessons based on The Voices curriculum. Voices has been selected as one of the country's most effective programs at fostering students' social and emotional learning.</p> <p>Voices 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:</p> <ul style="list-style-type: none"> <li>▪ building community</li> <li>▪ understanding and handling feelings</li> <li>▪ listening</li> <li>▪ assertiveness</li> <li>▪ problem-solving</li> <li>▪ dealing well with diversity</li> <li>▪ cooperation</li> </ul> <p>The Voices curriculum is grade-specific: Each grade has its own teaching guide, books, and age-appropriate activities. Since reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, the Voices approach enriches conflict resolution instruction as well.</p> <p>Voices will include a parent/caregiver component, 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.</p> <p>A rigorous scientific study found that a social emotional learning program can have a positive effect on:</p> <ul style="list-style-type: none"> <li>• students' social and emotional competency</li> <li>• students' behavior</li> <li>• attendance</li> <li>• academic performance</li> <li>• classroom climate</li> </ul> <p>All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in</p>	<p>will be targeted to meet this goal.</p>	<p><i>members, parents, and students will receive training in PBIS.</i></p> <p>February 2015</p> <p><i>All staff members will have received Bunche Bucks and will distribute them to reward good behavior.</i></p> <p><i>A school store will be in place; individual and whole class prizes will be chosen and distributed.</i></p> <p>March 2015</p> <p><i>Parent/caregivers workshops will be held to support parents in extending the Positive Behavior Plan into their homes and to educate them how to encourage positive behavior through rewards.</i></p> <p>May 2015</p> <p><i>Staff members will continue to implement PBIS and classes with the greatest amount of whole class "Bunche Bucks" will receive an extra prize.</i></p> <p>June 2015</p> <p><i>Students will</i></p>	<p>and overseeing the activity/strategy.</p> <ul style="list-style-type: none"> <li>•Administrator (Principal)</li> <li>•Teachers (Dean, Lead Teachers, Data Specialist)</li> <li>•Teachers (Classroom, Specialist, Related Service Providers)</li> <li>•School Assessment Team (Guidance Counselor, School Psychologist, School Social Worker, Speech Teacher, IEP/SETSS Teacher)</li> </ul>
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<p>temporary housing (STH). We will use specialist teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain one teacher with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services and the guidance counselor will be the liaison between teachers/students in temporary housing.</p> <p>All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will use specialist teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain one teacher with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services and the guidance counselor will be the liaison between teachers/students in temporary housing.</p> <p>All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will use specialist teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain one teacher with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services and the guidance counselor will be the liaison between teachers/students in temporary housing.</p> <p>P.S. 125—The Ralph Bunche School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:</p> <ul style="list-style-type: none"> <li>• Parents/Caregivers 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> </ul>		<p><i>behave in a more positive manner.</i></p>	
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- The Principal will host a weekly forum for parents to discuss issues relating to improving student achievement in Literacy and Math.
- 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 Literacy/Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.
- The Parent SLT members will report back to their constituency.

**Fostering Professional Learning Communities**

- Teachers learn to problem solve together, provide each other with feedback and build a sense of community.
- Teachers will develop norms and protocols that focus their peer observations, feedback and planning meetings on improving student learning outcomes.
- Teachers will be responsible for leadership of Professional Learning Community activities to enable more peer-to-peer interaction.
- Teachers will learn to provide input and feedback on each other’s lesson plan, use data to inform planning, work together to trouble-shoot and conduct systematic, examinations of student work.
- Teachers will establish a protocol to guide group critiques of classroom practices, analysis of student learning across grade levels and across the curriculum and conversations about expectations, teaching and re-teaching.
- Teachers will create a forum for planning instruction and interventions.
- Teachers will learn to observe each other’s practice and provide each other with feedback.
- Administrators will provide standard protocols for conducting peer observations and giving feedback.

**Instructional Leadership Team**

- Action: What the teacher or teacher team did

<ul style="list-style-type: none"> <li>• Reaction: How the student(s) responded</li> <li>• Outcomes: Whether the response led to student learning</li> </ul> <p><b>Four Key Questions for Teachers to Focus on for Improvement</b></p> <ul style="list-style-type: none"> <li>• What are the results of formative or benchmark assessments?</li> <li>• What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?</li> <li>• Am I using lessons that were designed by teacher team to support my students' growth or did I design the lesson, and what are the results?</li> <li>• Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning.</li> </ul> <p><b>Instructional Leadership Team Members Criteria</b></p> <ul style="list-style-type: none"> <li>• Must already have demonstrated that they believe all kids can learn.</li> <li>• Must be a reflective practitioner, someone who gets that they are never a perfect teacher and that there are always areas where you can grow and learn.</li> <li>• Must be trustworthy, both in their relationships with the administration and with other teachers across the school.</li> <li>• Must possess instructional expertise and able to lead other adults.</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal in charge of literacy, mathematics, science, social studies and technology all teachers; all related service providers; grade meetings, parent engagement and professional development built into the school day per SBO
- Lead Teachers (2 in all) who will lead professional development and confer and in helping teachers analyze data; assist with purchasing for test sophistication programs
- Fourth and fifth graders with Individualized Educational Plans who need extra support in literacy and math are taught in a much smaller group by highly skilled literacy and math teachers.
- Teachers provide RTI in math through instructional work sessions.
- Teachers provide RTI in reading through instructional work sessions.

- Professional Development aligned to our priority standards in math is focusing on model drawing, writing in mathematics, and differentiation in math and small group work to meet the needs of our diverse learners.
- Professional Development aligned to our priority standards in literacy focusing on developing academic vocabulary and scaffolding the writing process to meet the needs of our diverse learners.
- Many enrichment opportunities are offered in literacy, including America Reads Program, Read Ahead and Cool Boyz Read a specialized program for boys in grades 3<sup>rd</sup> – 4<sup>th</sup>.
- All kindergarten – 2<sup>nd</sup> graders have weekly cycles of Foundations.
- All 3<sup>rd</sup> – 5<sup>th</sup> graders have an after school program in literacy and mathematics for developing test sophistication strategies.
- All pre-kindergarten - fifth graders go to computer lab once a week where they are taught programming skills that include an emphasis on math skills.
- All pre-kindergarten –fifth graders go to the science lab once a week to engage inquiries aligned to FOSS units of study.
- Each grade has teacher leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues, for example developing a school-wide approach to writing across the curriculum in all content areas that are aligned to the standards.
- We work closely with a professional development organization, Generation Ready, that provides targeted support for teachers.
- We are finding ways to use technology to aide us in teaching literacy and math. This year we have 10 classrooms that currently have interactive white boards (Smartboards or Mimios). In addition, using the KINVOLVED app on the iPad helps teachers track attendance and lateness.

### **Daily Schedule Hours**

- Monday 8:00a.m. – 3:40p.m.
  - 2:20p.m. – 3:40p.m. Professional Development
  - (Other professional work) 80 minutes (Teachers and Paraprofessionals)
- Tuesday 8:00a.m. – 3:35p.m.
  - 2:20p.m. – 3:35p.m. Parent Engagement (Paraprofessionals leave at 3:30p.m.)
  - (Other professional work) 75 minutes
- Wednesday – Friday 8:00a.m. – 2:20p.m.

- Provide resources from RALLY focused on Test Sophistication
- Provide resources from Measuring Up focused on Test Sophistication
- Provide resources from Zaner-Bloser focused on Social Emotional Learning
- Provide resources from IXL focused on Mathematics
- Provide resources from SWIM SWIM SWIM I SAY focused on Physical Education
- Provide resources from Studio in a School focused on Arts

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
LTG Grant									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the beginning of the second semester, February 2015, we will focus our SEL walkthrough on observing the progress that students are making in identifying, sharing and resolving conflict as part of their classroom communities. The evidence will be the level of student discourse present in the discussion and the students’ use of academic language around SEL practices.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### **AREAS OF CELEBRATION**

#### **School Quality Review Report 2012 – 2013**

- The principal’s performance objectives and school goals in the Comprehensive Education Plan (CEP) focus on increasing student proficiency levels in English language arts and math and align with school level action plans. The principal and cabinet members plan for the school year by reviewing historical outcomes from State assessment data as well as the results of the School Survey and Progress Report. Cabinet members track goals on a bi-monthly basis leading to timely adjustments that include the redesign of the afterschool targeted intervention periods on Tuesdays and Thursdays, made to address students’ needs.
- The school’s four-point plan to improve student outcomes was collaboratively developed by school members who help shape the school’s goals. These goals, shared with teachers and families during staff and town hall meetings as well as Friday “coffee with the principal”, enable the school community to be cognizant of and embrace the school’s plan for student improvement. Teachers set professional goals for themselves and at the upper-grade level students are aware of their own broad learning goals and are encouraged to be accountable for their own learning. The staff has developed a list of struggling students as well as those requiring enrichment, resulting in targeted assistance during the school day. As such, there is a shared accountability and commitment to needed improvements relative to the increase in the number of students performing at proficiency levels.
- School leaders use the Danielson framework to provide frequent, specific, and timely feedback to staff on eight focused components. Based on teacher’s needs, a differentiated plan of support is then created with follow up conversations aligned to areas for growth as well as individually determined professional goals. Lead teachers mentor colleagues and facilitate demonstration lessons and inter-visitations. As a result, teachers continue to refine their pedagogical practices and exhibit understanding of grade appropriate strategies that elicit basic student understanding.

#### **School Leadership Team Survey 2014**

Based upon the statement below, please provide the strengths that the school currently exhibits.

- Teachers are committed to the success and improvements of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
  - 55% - Always
  - 45% - Sometimes

- They have the opportunity to participate in professional development.
  - 100% - Always
- Survey respondents have identified the following as the most valuable strengths that the school exhibits:
  - Staff always does more than their job titles
  - Teachers help one another; paraprofessionals can get guidance and advice from other educators
  - Staff goes above and beyond to help the students and colleagues
  - Teachers are committed to the success and improvement of our school

### AREAS OF FOCUS

#### School Leadership Team Survey 2014

Based upon the statement below, please provide the strengths that the school currently exhibits.  
*Teachers are committed to the success and improvements of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.*

Survey respondents have identified the following as their priority need for the school:

- Professional Development, while comprehensive and supports the school’s goals and needs, must be more interactive, differentiated and should provide different professional development models.

#### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Professional learning can bring out the best in school and teachers: The more supportive the culture, the stronger the effectiveness of the professional learning. By June 2015, the school’s Professional Development Committee will provide professional development that meets the needs of the school staff as measured by a 25% increase of staff ‘always’ having the opportunity to participate in professional development within a culture of respect and continuous improvement and by a 10% decrease of staff ‘disagreeing’ with professional development experiences on the NYC School Survey.

#### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			

<p>P.S. 125—The Ralph Bunche School will focus its energy and resources to complete the transition to the new CCLS and its higher expectations for student learning. Much of the focus has been directed at new learning standards and curricula; However, teacher training and support has not received enough attention. New programs such as CCLS, new NYS Testing format and the new teacher evaluation system (Advance) have added new demands and requirements for all teachers. Administrators and support staff also face new challenges. This goal seeks to address these challenges during the current school year by engaging staff in learning opportunities that meet their needs. Focused professional development sessions will translate into more effective data collection, communication, assessment, instructional practices and student performance.</p> <p>Defining Collaboration at P.S. 125—The Ralph Bunche School Collaboration represents a systemic process in which teachers, paraprofessionals, related service providers, support staff and administrators work interdependently in order to impact their classroom or school practice in ways that lead to positive results for their students, for their classroom and for their school.</p> <p>P.S. 125—The Ralph Bunche School aims to function as an effective professional learning community, grounded in a culture of best practice, and predicated on relationships and diversity. Administration is committed to enhancing and establishing positive methods to collaborate among teachers, related service providers, paraprofessionals, support staff and among classrooms. If we develop P.S. 125—The Ralph Bunche School as a professional learning community then all adults will work better together and all adults will move forward in their thinking and learning to meet the challenges of the Harlem community.</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Idea Sharing</li> <li>• Building Consensus</li> <li>• Implementing action based on dialogue and feedback</li> <li>• Utilize technology—instructional module online development</li> <li>• Once a week</li> </ul> <p>Collaboration will be held formally, informally and voluntarily within grade-levels, by job-titles and by Central during required Chancellor’s Conference Days. One day of service at the beginning of the school year, another day in November, and the end of school year during the school term. Mondays have been scheduled in the master calendar for 80</p>	<p>All student and teacher constituencies will be targeted to meet this goal.</p>	<p>On-going, September 2014 through June 2015</p> <p><i>Key Benchmark and Review Points</i></p> <ul style="list-style-type: none"> <li>•September</li> <li>•October</li> <li>•November</li> <li>•December</li> <li>•January</li> <li>•February</li> <li>•March</li> <li>•June</li> </ul>	<p>The Principal is responsible for implementing and overseeing the activity/strategy.</p> <ul style="list-style-type: none"> <li>•Administrator (Principal)</li> <li>•Teachers (Dean, Lead Teachers, Data Specialist)</li> <li>•Teachers (Classroom, Specialist, Related Service Providers)</li> <li>•School Assessment Team (Guidance Counselor, School Psychologist, School Social Worker, Speech Teacher, IEP/SETSS Teacher)</li> </ul>
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minutes of teacher, related service provider, paraprofessional and administrative collaboration. This expansion of time will be used to establish instructional teams which will create team goals and plan to accomplish defined targets for improvement.

At the beginning of the school year, the P.S. 125—The Ralph Bunche School Professional Development Committee will develop a plan for documenting the activities staff will be engaged in on Chancellor Conference Days and Mondays scheduled for school-based professional development and staff collaboration. The Professional Development Plan for P.S. 125- The Ralph Bunche School has been designed to incorporate central-wide activities, district-wide activities and school-level activities. This multi-facet approach will support the goals of professional development as well as improve administrator, teacher, related service provider, paraprofessional and support staff collaboration among classrooms in the school.

The following guiding principles are used to guide P.S. 125—The Ralph Bunche School Professional Development:

- Commitment to students, student learning and student learning outcomes
- Knowledge and expertise to promote school-wide goals
- Establishment and management of positive relationship and learning environments
- Data to support efforts to improve student achievement
- Commitment to continuous self-improvement
- A high-degree of professionalism at all times

School-level professional development activities focus on individual classroom/grade-level needs as identified by the administrator and faculty/staff. Meetings may be scheduled by the administrator immediately following the school day on Monday or at other advantageous times. The focus of the meetings shall be as follows:

1. Curriculum and instructional needs/concerns
2. Identification and discussion of student intervention/enrichment strategies
3. Sharing of curriculum and instructional ideas
4. Teacher enrichment activities
5. Interdisciplinary activities between grades/subjects
6. ADVANCE (MOSL/MOTP)
7. Other relative issues determined by the committee

Teachers are provided a chance to engage in effective teacher collaboration beyond their existing grade and content-area teams, across the entire curriculum.

- Develop common goals for student learning (shared student goals) and a shared vision for excellent teaching
- Building and sharing curricular supports (that is, lesson plans) and discussing both the implementation challenges and their rationales behind their design
- Regularly observing each other's teaching and providing in-depth feedback and
- Monitoring student work and progress together to decide what went well, what might have taught better and what to do next

Alongside the action plan for improving teacher collaboration, the school will set aside financial, personnel and facility resources to promote success:

- The school will provide substitute coverage so teachers can conduct peer observations at least four times a year.
- The administrator will delegate retrieval of data for teacher collaboration to personnel other than classroom teachers. Rather than spending time on accessing and formatting reports, teachers will be able to focus on collaboration and action on student-level data.
- Consider additional network achievement coaches and other personnel to support the potential of more teacher collaboration and professional development.

Teacher collaboration is going to be improved, by administrators' willingness to change and commit to new to practices that will lead to better outcomes for students.

- Create collaboration communities across the district with similar populations of students.
- Eliminate extra paperwork, so teachers can transition to spending more preparation time collaborating both horizontally and vertically, with specialty teachers, and lead teachers.
- Administrators will keep teacher collaboration sacred. Professional development and collaboration opportunities will not be used for announcement, distribution of materials, etc.
- Teacher collaboration structures and protocols for all teacher teams will ensure everyone is on the same page and invested in the school-wide instructional

developed.

- Administrators will encourage teacher leadership and develop well-defined roles for teachers based on expertise.

P.S. 125—The Ralph Bunche School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- 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 Literacy and Math.
- 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 Literacy/Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.
- The Parent SLT members will report back to their constituency.

### **Fostering Professional Learning Communities**

- Teachers learn to problem solve together, provide each other with feedback and build a sense of community.
- Teachers will develop norms and protocols that focus their peer observations, feedback and planning meetings on improving student learning outcomes.
- Teachers will be responsible for leadership of Professional Learning Community activities to enable more peer-to-peer interaction.
- Teachers will learn to provide input and feedback on each other's lesson plan, use data to inform planning, work together to trouble-shoot and conduct systematic, examinations of student work.
- Teachers will establish a protocol to guide group critiques of classroom practices, analysis of student learning across grade levels and across the curriculum and conversations about expectations, teaching and re-

teaching.

- Teachers will create a forum for planning instruction and interventions.
- Teachers will learn to observe each other's practice and provide each other with feedback.
- Administrators will provide standard protocols for conducting peer observations and giving feedback.

### **Instructional Leadership Team**

- Action: What the teacher or teacher team did
- Reaction: How the student(s) responded
- Outcomes: Whether the response led to student learning

### **Four Key Questions for Teachers to Focus on for Improvement**

- What are the results of formative or benchmark assessments?
- What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?
- Am I using lessons that were designed by teacher team to support my students' growth or did I design the lesson, and what are the results?
- Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning.

### **Instructional Leadership Team Members Criteria**

- Must already have demonstrated that they believe all kids can learn.
- Must be a reflective practitioner, someone who gets that they are never a perfect teacher and that there are always areas where you can grow and learn.
- Must be trustworthy, both in their relationships with the administration and with other teachers across the school.
- Must possess instructional expertise and able to lead other adults.
- Must be able to share student learning needs and the expectations of the CCLS, with a focus on building alignment and coherence between what is taught and how it is taught.
- Must be able to share the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS.
- Must be able to report and discuss the concerns of the various school constituencies to the Instructional Leadership Teams in order for the team to review the

school-wide expectations and practices of the CCLS.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal in charge of literacy, mathematics, science, social studies and technology all teachers; all related service providers; grade meetings, parent engagement and professional development built into the school day per SBO
- Lead Teachers (2 in all) who will lead professional development and confer and in helping teachers analyze data; assist with purchasing for test sophistication programs
- Fourth and fifth graders with Individualized Educational Plans who need extra support in literacy and math are taught in a much smaller group by highly skilled literacy and math teachers.
- Teachers provide RTI in math through instructional work sessions.
- Teachers provide RTI in reading through instructional work sessions.
- Professional Development aligned to our priority standards in math is focusing on model drawing, writing in mathematics, and differentiation in math and small group work to meet the needs of our diverse learners.
- Professional Development aligned to our priority standards in literacy focusing on developing academic vocabulary and scaffolding the writing process to meet the needs of our diverse learners.
- Many enrichment opportunities are offered in literacy, including America Reads Program, Read Ahead and Cool Boyz Read a specialized program for boys in grades 3<sup>rd</sup> – 4<sup>th</sup>.
- All kindergarten – 2<sup>nd</sup> graders have weekly cycles of Foundations.
- All 3<sup>rd</sup> – 5<sup>th</sup> graders have an after school program in literacy and mathematics for developing test sophistication strategies.
- All pre-kindergarten - fifth graders go to computer lab once a week where they are taught programming skills that include an emphasis on math skills.
- All pre-kindergarten –fifth graders go to the science lab once a week to engage inquiries aligned to FOSS units of study.
- Each grade has teacher leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential

support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues, for example developing a school-wide approach to writing across the curriculum in all content areas that are aligned to the standards.

- We work closely with a professional development organization, Generation Ready, that provides targeted support for teachers.
- We are finding ways to use technology to aide us in teaching literacy and math. This year we have 10 classrooms that currently have interactive white boards (Smartboards or Mimios). In addition, using the KINVOLVED app on the iPad helps teachers track attendance and lateness.

**Daily Schedule Hours**

- Monday 8:00a.m. – 3:40p.m.
  - 2:20p.m. – 3:40p.m. Professional Development
  - (Other professional work) 80 minutes (Teachers and Paraprofessionals)
- Tuesday 8:00a.m. – 3:35p.m.
  - 2:20p.m. – 3:35p.m. Parent Engagement (Paraprofessionals leave at 3:30p.m.)
  - (Other professional work) 75 minutes
- Wednesday – Friday 8:00a.m. – 2:20p.m.
  - Provide resources from RALLY focused on Test Sophistication
  - Provide resources from Measuring Up focused on Test Sophistication
  - Provide resources from Zaner-Bloser focused on Social Emotional Learning
  - Provide resources from IXL focused on Mathematics
  - Provide resources from SWIM SWIM SWIM I SAY focused on Physical Education
  - Provide resources from Studio in a School focused on Arts

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
LTG Grant									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the beginning of the second semester, February 2015, mid-year evaluation of professional development learning opportunities conducted by the Professional Development Committee to determine impact on teachers' pedagogy.

**Part 6b. Complete in February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |  |    |

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### AREAS OF CELEBRATION

#### *New York City School Survey 2014*

#### Systems for Improvement

- How do teachers feel about the school’s use of resources to support continuous improvement?  
Teachers—The principal at my school participates in instructional planning with teachers. (94% Strongly Agree/Agree)

### AREAS OF FOCUS

#### *New York City School Survey 2014*

#### Informational Questions

- Teachers—Overall, my professional development experiences this school year have helped me to meaningfully use technology in the classroom. (32% Strongly Disagree/Disagree)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will create a professional learning community that is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice. By June 2015, 89% of teachers will strongly agree/agree that “*overall, professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated*” as measured on the NYC School Survey 2014.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the*

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			activity/strategy?
<p>Continue to use Danielson Framework in classroom observations along with the analysis of student work to improve teacher practice, including those new to the profession and promote teacher growth.</p> <ul style="list-style-type: none"> <li>Teachers participate in professional development training aligned to the Danielson Framework for Teaching.</li> <li>Administration participates in job-embedded training from DOE Talent Coaches to align low inference observations with Danielson Framework.</li> <li>Schedule a minimum of 3- 4 observations throughout the year for all staff.</li> <li>Identify teachers in September who received final ratings of Developing (MOTP) during the first round of observations.</li> <li>Hold debriefing conversations with teachers to analyze each component rated during the observation, using low-level inference notes as evidence for the rating, followed by a review of the Effective attributes and a plan for the teacher to employ specific strategies, following the Danielson Framework.</li> <li>Develop a targeted, differentiated professional development plan that will include one to one coaching based on the Danielson rubrics to develop teachers into effective pedagogues.</li> <li>The Generation Ready consultants, working with the whole staff, developed norms that underline the interactions of staff members when they engage with each other in professional development and as they perform their individual roles with paraprofessionals, teachers and administrators.</li> <li>Instructional Leadership Team walkthroughs where the committee members visit pre-determined classrooms to observe effective teaching strategies at work and to note social emotional learning strategies missing. The committee then meets the following day to debrief and compose a feedback memo to all staff denoting their findings.</li> <li>The school holds Peace x Peace sessions for all teachers and paraprofessionals and invites all other</li> </ul>	<p>All student and teacher constituencies will be targeted to meet this goal.</p>	<p>On-going, September 2014 through June 2015</p> <p><i>Key Benchmark and Review Points</i></p> <ul style="list-style-type: none"> <li>September</li> <li>October</li> <li>November</li> <li>December</li> <li>January</li> <li>February</li> <li>March</li> <li>June</li> </ul>	<p>The Principal is responsible for implementing and overseeing the activity/strategy.</p> <ul style="list-style-type: none"> <li>Administrator (Principal)</li> <li>Teachers (Dean, Lead Teachers, Data Specialist)</li> <li>Teachers (Classroom, Specialist, Related Service Providers)</li> <li>School Assessment Team (Guidance Counselor, School Psychologist, School Social Worker, Speech Teacher, IEP/SETSS Teacher)</li> </ul>

staff that works in a social emotional learning capacity with students.

All students are included in this goal. However, we have identified subgroups which include the following: students with IEPs; ELL students and students in temporary housing (STH). We will use specialist teachers to form our AIS/RTI staff, and they will work in small groups with students who have been identified as needing additional instruction or academic support. We will maintain one teacher with ESL/ELL qualifications to work with the ELL students. We will designate one teacher with special education qualifications to provide SETTS services and the guidance counselor will be the liaison between teachers/students in temporary housing.

P.S. 125—The Ralph Bunche School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- Parents/Caregivers 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 Literacy and Math.
- 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 Literacy/Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.
- The Parent SLT members will report back to their constituency.

#### **Fostering Professional Learning Communities**

- Teachers learn to problem solve together, provide each other with feedback and build a sense of community.
- Teachers will develop norms and protocols that focus their peer observations, feedback and planning

meetings on improving student learning outcomes.

- Teachers will be responsible for leadership of Professional Learning Community activities to enable more peer-to-peer interaction.
- Teachers will learn to provide input and feedback on each other's lesson plan, use data to inform planning, work together to trouble-shoot and conduct systematic, examinations of student work.
- Teachers will establish a protocol to guide group critiques of classroom practices, analysis of student learning across grade levels and across the curriculum and conversations about expectations, teaching and re-teaching.
- Teachers will create a forum for planning instruction and interventions.
- Teachers will learn to observe each other's practice and provide each other with feedback.
- Administrators will provide standard protocols for conducting peer observations and giving feedback.

#### **Instructional Leadership Team**

- Action: What the teacher or teacher team did
- Reaction: How the student(s) responded
- Outcomes: Whether the response led to student learning

#### **Four Key Questions for Teachers to Focus on for Improvement**

- What are the results of formative or benchmark assessments?
- What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?
- Am I using lessons that were designed by teacher team to support my students' growth or did I design the lesson, and what are the results?
- Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning.

#### **Instructional Leadership Team Members Criteria**

- Must already have demonstrated that they believe all kids can learn.
- Must be a reflective practitioner, someone who gets that they are never a perfect teacher and that there are always areas where you can grow and learn.
- Must be trustworthy, both in their relationships with the administration and with other teachers across the school.
- Must possess instructional expertise and able to lead

other adults.			
The principal will use evidence gathered from their observations to target weekly PD in order to strengthen basic teacher practices for all new teachers as well as teachers who were rated Developing in their Advance rating last year.	Classroom teachers and specialist teachers	September 2014 through June 2015	Administration, Lead Teachers and network coach
Target professional development and develop cycles of instructional support for teachers to work with lead teachers, data specialist and STEM coordinator.	Targeted teachers	September 2014 through June 2015	Administration, Lead Teachers, Data Specialist, STEM Coordinator

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal in charge of literacy, mathematics, science, social studies and technology all teachers; all related service providers; grade meetings, parent engagement and professional development built into the school day per SBO
- Lead Teachers (2 in all) who will lead professional development and confer and in helping teachers analyze data; assist with purchasing for test sophistication programs
- Fourth and fifth graders with Individualized Educational Plans who need extra support in literacy and math are taught in a much smaller group by highly skilled literacy and math teachers.
- Teachers provide RTI in math through instructional work sessions.
- Teachers provide RTI in reading through instructional work sessions.
- Professional Development aligned to our priority standards in math is focusing on model drawing, writing in mathematics, and differentiation in math and small group work to meet the needs of our diverse learners.
- Professional Development aligned to our priority standards in literacy focusing on developing academic vocabulary and scaffolding the writing process to meet the needs of our diverse learners.
- Many enrichment opportunities are offered in literacy, including America Reads Program, Read Ahead and Cool Boyz Read a specialized program for boys in grades 3<sup>rd</sup> – 4<sup>th</sup>.
- All kindergarten – 2<sup>nd</sup> graders have weekly cycles of Foundations.
- All 3<sup>rd</sup> – 5<sup>th</sup> graders have an after school program in literacy and mathematics for developing test sophistication strategies.
- All pre-kindergarten - fifth graders go to computer lab once a week where they are taught programming skills that include an emphasis on math skills.
- All pre-kindergarten –fifth graders go to the science lab once a week to engage inquiries aligned to FOSS units of study.

- Each grade has teacher leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues, for example developing a school-wide approach to writing across the curriculum in all content areas that are aligned to the standards.
- We work closely with a professional development organization, Generation Ready, that provides targeted support for teachers.
- We are finding ways to use technology to aide us in teaching literacy and math. This year we have 10 classrooms that currently have interactive white boards (Smartboards or Mimios). In addition, using the KINVOLVED app on the iPad helps teachers track attendance and lateness.

**Daily Schedule Hours**

- Monday 8:00a.m. – 3:40p.m.
  - 2:20p.m. – 3:40p.m. Professional Development
  - (Other professional work) 80 minutes (Teachers and Paraprofessionals)
- Tuesday 8:00a.m. – 3:35p.m.
  - 2:20p.m. – 3:35p.m. Parent Engagement (Paraprofessionals leave at 3:30p.m.)
  - (Other professional work) 75 minutes
- Wednesday – Friday 8:00a.m. – 2:20p.m.
  - Provide resources from RALLY focused on Test Sophistication
  - Provide resources from Measuring Up focused on Test Sophistication
  - Provide resources from Zaner-Bloser focused on Social Emotional Learning
  - Provide resources from IXL focused on Mathematics
  - Provide resources from SWIM SWIM SWIM I SAY focused on Physical Education
  - Provide resources from Studio in a School focused on Arts

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

LTG Grant

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the beginning of the second semester, February 2015, mid-year evaluation of Advance data conducted by Administrative team to determine which teachers have made progress on Danielson Framework, Ready Gen, and Go Math core curriculum programs.

**Part 6b.** Complete in **February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     | X | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |   |     |  |    |

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Family engagement has a direct and positive effect on students’ achievement and is the most accurate predictor of a student’s success in school. A child’s first teacher is his or her parent/caregiver. In addition, the SLT reviewed the 2013-2014 NYC School Survey results. Some of the factors we will use to increase parent involvement and communication within our school are to increase the level of literacy, language preference, daily commitments, availability and educational resources. By accomplishing this we can respond better to parents/guardians needs, expectations of their child/children and welcome more volunteers.

### **AREAS OF CELEBRATION**

#### *New York City School Survey 2014*

##### School Culture

- How do parents feel about the school’s learning environment? Parents—My child’s school keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (94% Strongly Agree/Agree) Parents—My child’s school makes me feel welcome. (97% Strongly Agree/Agree) Parents—At my child’s school there is an adult whom my child trusts and can go to for help with a problem. (96% Strongly Agree/Agree)

### **AREAS OF FOCUS**

#### *New York City School Survey 2014*

##### School Culture

- How do parents feel about the school’s learning environment? Parents—How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.) (22% --3-4 Times and 14%-- 1 – 2 Times)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will provide opportunities for parents to participate in their child’s learning and facilitate their understanding of instructional programs and their child’s progress. By June 2015, 40% of parents will state between 3 – 4 times “*How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)*” as measured on the NYC School Survey 2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>As a school community, we will increase the number of workshops and events for parents and caregivers. Workshops and events will focus on helping parents/caregivers develop understanding and ability in the following areas:</p> <ul style="list-style-type: none"> <li>• To access their children’s IXL on line assessment; workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children’s progress for success.</li> <li>• Strengthening student work by having parent and/or caregiver meetings, workshops and hands on training on how to access their children’s assessments information on ARIS, how to interpret the data, determine next steps and set goals.</li> <li>• Conduct surveys of parents and/or caregivers needs and their workshop evaluations.</li> <li>• Provide multiple parent and/or caregiver information sessions based on the surveys.</li> <li>• Conduct Family support groups by having bi-monthly Parents and/or Caregivers Talk about Health, Mentoring their children, and Book Club.</li> <li>• Provide PA discussions, SLT minutes and school newsletters for parents/caregivers.</li> <li>• Teach parents/caregivers how to create a routine review, study and testing environment at home for their children by introducing the Parent/Caregiver Action Plan that was created by the PSA President</li> </ul>	<p>All student, teacher and parent/caregiver constituencies will be targeted to meet this goal.</p>	<p>February 2015 <i>Parents/caregivers will have received professional development on how to increase family involvement.</i></p> <p>March 2015 <i>Parents/caregivers will have created and implemented monthly sessions for families to become more involved.</i></p> <p>June 2015 <i>Parents/caregivers will have twenty parents/caregivers attending parent association meetings and school-wide events.</i></p>	<p>The Principal is responsible for implementing and overseeing the activity/strategy.</p> <ul style="list-style-type: none"> <li>•Administrator (Principal)</li> <li>•Teachers (Dean, Lead Teachers, Data Specialist)</li> <li>•Teachers (Classroom, Specialist, Related Service Providers)</li> <li>•School Assessment Team (Guidance Counselor, School Psychologist, School Social Worker, Speech Teacher, IEP/SETSS Teacher)</li> </ul>

and SLT Co-Chair.

- Provide parents/caregivers the opportunities to participate in activities with their children at school, such as: family fitness day, open school night and field trips to local institutions.

### **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.

- Student Awards Ceremony
- Artists Reaching Out [ARO]  
(Enrichment Activities for K – 2)
- Studio in A School
- Doing Art Together
- Disney Musicals in Schools
- GROW NYC
- Cookshop
- Family Resource Fair
- RBS Got Talent Showcase
- Winter Wonderland Extravaganza
- STEM Super Science Saturday
- District Five Spelling Bee
- Oratorical Contest
- Debate
- Big Brother/Sister Day
- Family Day
- Principal/Teacher for a Day
- Field Day at Randall’s Island
- Book-A-Ween Parade
- Dr. Martin Luther King, Jr. Parade
- Door Decorating Contests
- African American History  
Celebration and Luncheon
- Hispanic Heritage Celebration,  
Breakfast and Luncheon
- Women’s History Celebration and  
Luncheon
- Poetry Slam
- Spring Gala [Family Dance]

- 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 Literacy and Math.
- 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 Literacy/Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by the parents.
- The Parent SLT members will report back to their constituency.

**Fostering Professional Learning Communities**

- Teachers learn to problem solve together, provide each other with feedback and build a sense of community.
- Teachers will develop norms and protocols that focus their peer observations, feedback and planning meetings on improving student learning outcomes.
- Teachers will be responsible for leadership of Professional Learning Community activities to enable more peer-to-peer interaction.
- Teachers will learn to provide input and feedback on each other's lesson plan, use data to inform planning, work together to trouble-shoot and conduct systematic, examinations of student work.
- Teachers will establish a protocol to guide group critiques of classroom practices, analysis of student learning across grade levels and across the curriculum and conversations about expectations, teaching and re-teaching.
- Teachers will create a forum for planning, instruction, and interventions.
- Teachers will learn to observe each other's practice and provide each other with feedback.
- Administrators will provide standard protocols for conducting peer observations and giving feedback.

<p><b>Instructional Leadership Team</b></p> <ul style="list-style-type: none"> <li>• Action: What the teacher or teacher team did</li> <li>• Reaction: How the student(s) responded</li> <li>• Outcomes: Whether the response led to student learning</li> </ul> <p><b>Four Key Questions for Teachers to Focus on for Improvement</b></p> <ul style="list-style-type: none"> <li>• What are the results of formative or benchmark assessments?</li> <li>• What evidence do my grade books provide about the priority and/or essential standards being taught and the number of students who are succeeding in mastering the standards?</li> <li>• Am I using lessons that were designed by teacher team to support my students' growth or did I design the lesson, and what are the results?</li> <li>• Do samples of student work demonstrate scoring on rubrics that help me know I know how to improve learning.</li> </ul> <p><b>Instructional Leadership Team Members Criteria</b></p> <ul style="list-style-type: none"> <li>• Must already have demonstrated that they believe all kids can learn.</li> <li>• Must be a reflective practitioner, someone who gets that they are never a perfect teacher and that there are always areas where you can grow and learn.</li> <li>• Must be trustworthy, both in their relationships with the administration and with other teachers across the school.</li> <li>• Must possess instructional expertise and able to lead other adults.</li> </ul>			
<p>SLT develops a plan to do a needs assessment around supporting parents/caregivers, especially those new to the school, intended to help them navigate the social, health and educational systems of the West Harlem community.</p>	<p>Parents/Caregivers</p>	<p>November 2014 through June 2015</p>	<p>SLT, parent coordinator, principal</p>
<p>Lead Teachers implement workshops to support parents/caregivers in understanding the new math</p>	<p>Parents/Caregivers</p>	<p>November 2014 through June</p>	<p>Lead Teachers and Generation</p>

and literacy curriculums and with strategies to support their children's reading habits at home.		2015	Ready Coach
The parent coordinator and the Guidance Counselor in consultation with the SLT, design and run workshops for parents/caregivers on Social Emotional topics to increase positive communication between parent/caregiver and child and help students to develop habits of mind which will support their college and career readiness.	Parents/Caregivers	November 2014 through June 2015	Guidance counselor, parent coordinator and principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal in charge of literacy, mathematics, science, social studies and technology all teachers; all related service providers; grade meetings, parent engagement and professional development built into the school day per SBO
- Lead Teachers (2 in all) who will lead professional development and confer and in helping teachers analyze data; assist with purchasing for test sophistication programs
- Fourth and fifth graders with Individualized Educational Plans who need extra support in literacy and math are taught in a much smaller group by highly skilled literacy and math teachers.
- Teachers provide RTI in math through instructional work sessions.
- Teachers provide RTI in reading through instructional work sessions.
- Professional Development aligned to our priority standards in math is focusing on model drawing, writing in mathematics, and differentiation in math and small group work to meet the needs of our diverse learners.
- Professional Development aligned to our priority standards in literacy focusing on developing academic vocabulary and scaffolding the writing process to meet the needs of our diverse learners.
- Many enrichment opportunities are offered in literacy, including America Reads Program, Read Ahead and Cool Boyz Read a specialized program for boys in grades 3<sup>rd</sup> – 4<sup>th</sup>.
- All kindergarten – 2<sup>nd</sup> graders have weekly cycles of Foundations.
- All 3<sup>rd</sup> – 5<sup>th</sup> graders have an after school program in literacy and mathematics for developing test sophistication strategies.
- All pre-kindergarten - fifth graders go to computer lab once a week where they are taught programming skills that include an emphasis on math skills.
- All pre-kindergarten –fifth graders go to the science lab once a week to engage inquiries aligned to FOSS units of study.
- Each grade has teacher leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues,

for example developing a school-wide approach to writing across the curriculum in all content areas that are aligned to the standards.

- We work closely with a professional development organization, Generation Ready, that provides targeted support for teachers.
- We are finding ways to use technology to aide us in teaching literacy and math. This year we have 10 classrooms that currently have interactive white boards (Smartboards or Mimios). In addition, using the KINVOLVED app on the iPad helps teachers track attendance and lateness.

**Daily Schedule Hours**

- Monday 8:00a.m. – 3:40p.m.
  - 2:20p.m. – 3:40p.m. Professional Development
  - (Other professional work) 80 minutes (Teachers and Paraprofessionals)
- Tuesday 8:00a.m. – 3:35p.m.
  - 2:20p.m. – 3:35p.m. Parent Engagement (Paraprofessionals leave at 3:30p.m.)
  - (Other professional work) 75 minutes
- Wednesday – Friday 8:00a.m. – 2:20p.m.
  - Provide resources from RALLY focused on Test Sophistication
  - Provide resources from Measuring Up focused on Test Sophistication
  - Provide resources from Zaner-Bloser focused on Social Emotional Learning
  - Provide resources from IXL focused on Mathematics
  - Provide resources from SWIM SWIM SWIM I SAY focused on Physical Education
  - Provide resources from Studio in a School focused on Arts

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
LTG Grant									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The February 2015 Executive PA board meeting will include a debrief of their instructional walkthrough of early childhood classrooms and their General PA meeting will include a Q&A to get parent feedback on the effectiveness of the workshops.

**Part 6b. Complete in February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     | X | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |   |     |  |    |

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	1. Test Sophistication  2. AIS 45-Minute Program	1. This program offers support to At-Risk and Promotion in Doubt Grades 3, 4, and 5 students in literacy in small groups.  2. This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel.	1. This program offers small group instructional periods.  2. This program offers small group instructional periods.	1. Literacy support is offered in 2 ½ hour sessions on Wednesdays and Thursdays to recommended students in grades 3, 4, and 5.  2. Literacy support is offered in 45 minute sessions Monday - Friday to recommended students in grades K -5.
<b>Mathematics</b>	1. Test Sophistication  2. AIS 45-Minute Program	1. This program offers support to At-Risk and Promotion in Doubt Grades 3, 4, and 5 students in literacy in small groups.  2. This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the	1. This program offers small group instructional periods.  2. This program offers small group instructional periods.	1. Mathematics support is offered in 2 ½ hour sessions on Wednesdays and Thursdays to recommended students in grades 3, 4, and 5.  2. Mathematics support is offered in 45 minute sessions Monday - Friday to recommended students in grades K -5.

		classroom teacher as well as, of classroom personnel.		
<b>Science</b>	Test Sophistication	This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel.	This program offers small group instructional periods.	Science/Literacy support is offered in 45 minute sessions Monday - Friday to recommended students in grades K -5.
<b>Social Studies</b>	Test Sophistication	This service provides academic support to struggling and at-risk students by providing them with differentiated small group instruction by the classroom teacher as well as, of classroom personnel.	This program offers small group instructional periods.	Social Studies/Literacy support is offered in 45 minute sessions Monday - Friday to recommended students in grades K -5.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1.Guidance Counselor 2. School Psychologist 3.School Social Worker	1. Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups.  2. Our School Psychologist provides intervention services for students and families on an as-needed basis.  3. Our School Social Worker	1. This program offers individual and small group sessions.  2. This program offers individual and small group sessions.  3. This program offers individual and small group sessions.	1. As needed 2. As needed 3. As needed

		provides intervention services for students and families on an as-needed basis.		
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.</li> <li>• Our payroll secretary will work closely with our CFN 401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors will continue to be assigned to support new and struggling teachers.</li> <li>• Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.</li> <li>• 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.</li> <li>• Teachers will only be programmed based on their area of expertise and licensing.</li> <li>• 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.</li> <li>• We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.</li> <li>• 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.</li> <li>• 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.</li> </ul>

- 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.

## **2b. 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 (SWDs/ELLs) 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.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

NA

#### **3b. TA Coordination with the Regular Program**

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

NA

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

P.S. 125—The Ralph Bunche School is committed to assisting families with pre-school children from early childhood programs to the elementary school program. Families will experience warmth and respect from P.S. 125—The Ralph Bunche School program staff, demonstrated by the collaborative tone of school staff in the school's policies, protocols and offerings that are sensitive to a family's linguistic, cultural and social emotional needs. Families are viewed as partners in supporting children's readiness for the next grade through mutual expectation sharing, and joint-decision making with the school around policy decision and program evaluation. Families will have the opportunity to support and extend their children's classroom learning and development at home with the assistance of complimentary learning activities shared with families regularly. Families will experience multiple methods of communication between themselves and the pre-k program throughout the school year. Families will be equipped with the resources and skills to support their children through their transition into and out of the school, as demonstrated by school policy, and ongoing, meaningful discussions between school staff and families. P.S. 125-The Ralph Bunche School offers opportunities for early grade families and children to visit the school in advance of the school year to ease the anxiety of the transition to a new place. The school partners with local community based organizations such as Columbia University's Community Impact Office to create a child friendly transition plan for students arriving from early childhood settings. P.S. 125—The Ralph Bunche School provides a thoughtful, developmentally appropriate transition plan from pre-kindergarten to kindergarten for children and families.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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.
- Selected State Measures for teachers without State-determined measures.
- Shares MOSL selections with teachers.
- Provides necessary staff instruction and support around MOSL selections.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 101,576	X	Pages: 12-24; 29-33; 37-43; 46-50; 54-58; 61-63; 71-75.
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$ 76,593	X	Pages: 12-24; 29-33; 37-43; 46-50; 54-58; 61-63.
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$ 1,254,005	X	Pages: 12-24; 29-33; 37-43; 46-50; 54-58; 61-63.

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 125—The Ralph Bunche School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 125—The Ralph Bunche School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

P.S. 125—The Ralph Bunche 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;
- 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	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>	<b>8</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>24</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>18</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>
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	
	ELL	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								
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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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>	<b>8</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>24</b>						

## 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
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/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 trends 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 [AMAO tool](#))

At this time, NYSESLAT modalities are not available.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:
    - a. How are the English-proficient students (EPs) assessed in the second (target) language?
    - b. What is the level of language proficiency in the second (target) language for EPs?
    - c. How are EPs performing on State and City Assessments?
- 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 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. 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 personnel 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. [①](#)

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

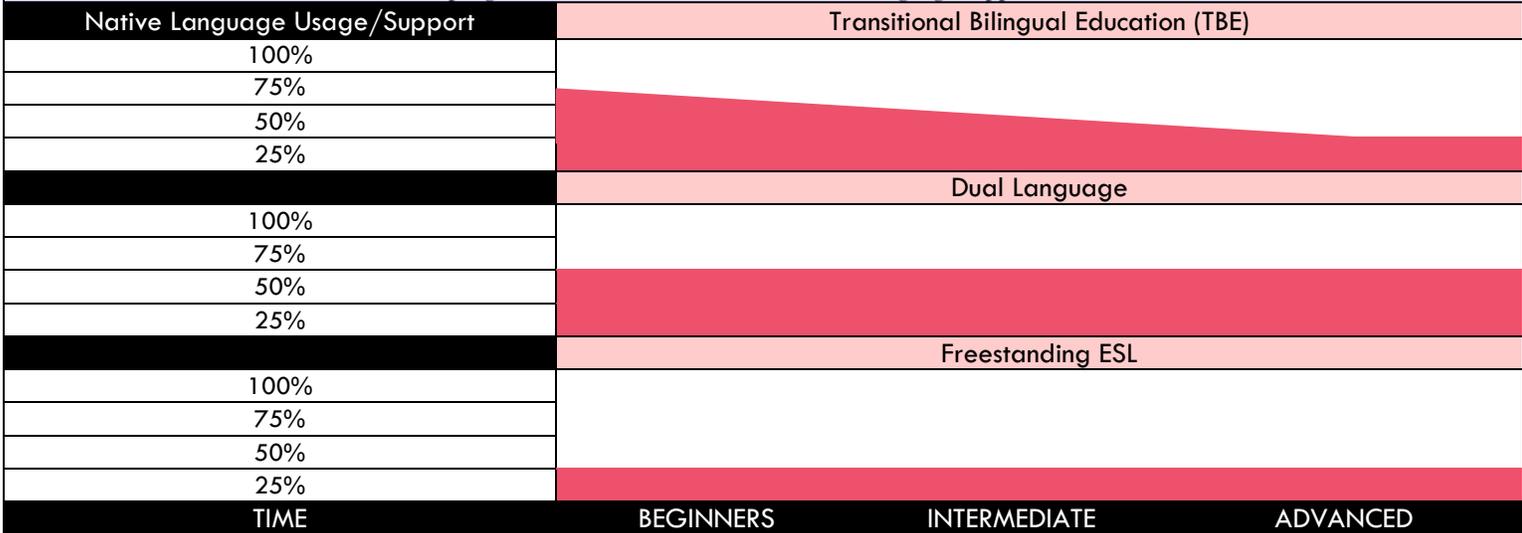
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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 lesson 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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 be 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 and 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.