

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M125

School Name:

P.S. 125 RALPH BUNCHE

Principal:

REGINALD HIGGINS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 125-- The Ralph Bunche School School Number (DBN): 05M125
Grades Served: PK - 5
425 W 123rd ST
School Address: New York, NY 10027
Phone Number: 212-666-6400 Fax: 212-749-1291
School Contact Person: Deborah Hansen Email Address: DHansen2@schools.nyc.gov
Principal: Reginald Higgins
UFT Chapter Leader: Benjy Blatman
Parents' Association President: Tanesha Ingram/Noemi Colon
SLT Chairperson: Reginald Higgins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tanesha Ingram
Student Representative(s): N/A
N/A

District Information

District: 05 Superintendent: Gale Reeves
425 W 123rd Street—Room 204
Superintendent's Office Address: New York, NY 10027
Superintendent's Email Address: GReeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 7th Avenue, 8th Floor
Director's Office Address: New York, NY 10027
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Reginald Higgins	*Principal or Designee	
Benjy Blatman	*UFT Chapter Leader or Designee	
Tanesha Ingram/Noemi Colon	*PA/PTA President or Designated Co-President	
Haywood Everett	DC 37 Representative (staff), if applicable	
Tanesha Ingram	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	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/ U.F.T.	
Donna Marhold	Member/U.F.T.	
Daiyu Suzuki	Member/Parent	
Tomoi Zeimer	Member/Parent	
Troy Walker	Member/Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The 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.

For 2015 - 2016 we are launching a new approach to how we teach and learn at the Ralph Bunche School. We believe as educators that our primary responsibility is helping our scholars navigate the world of the 21st century. Old mindsets and/or old paradigms of teaching and learning have not worked here and other places for a myriad of reasons.

We are pushing our thinking to develop our professional skills that will impact our students' learning experiences. As educators we are now dealing with the challenge that the former conceptions of knowledge, minds and learning no longer serve a world where what we know is less important than what we are able to do with knowledge in different contexts. Our goal is to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and research based disposition towards teaching and learning. In an effective classroom through this lens what you can expect to see are teachers and students collaboratively building, testing and reflecting on their learning experiences.

It is important to understand that this philosophy of inquiry-based teaching is not to be viewed as a technique or method used to teach a subject like science. Rather, inquiry begins with teachers as engaged learners and researchers with a core belief that the topics they teach are rich, living and amazing places for wonder and exploration. It is more than having student complete projects but rather striving to nurture a deep and disciplined-based way of thinking and doing with students.

This philosophy has been the foundation for our pre-kindergarten program. Families have always marveled about how teachers and students interact with each other and about the learning experiences that take place inside of the pre-kindergarten classrooms.

A second goal was to create an environment where there is a smooth transition between pre-kindergarten, kindergarten and first grade. Something happens to scholars when they first begin school because we use their natural curiosity to drive instruction and they become more engaged with what their learning. We provide them a choice in the work for that day and they feel supported, valued and loved by all inside of their classroom community. In the past we have not done a good job maintaining their curiosity and providing as they transition to kindergarten and beyond.

05M125 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	219	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.5%	% Attendance Rate	88.7%
% Free Lunch		86.5%	% Reduced Lunch	2.6%
% Limited English Proficient		12.4%	% Students with Disabilities	30.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.0%	% Black or African American	49.2%
% Hispanic or Latino		39.4%	% Asian or Native Hawaiian/Pacific Islander	4.7%
% White		3.6%	% Multi-Racial	2.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.17	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	5.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		27.4%	Mathematics Performance at levels 3 & 4	44.4%
Science Performance at levels 3 & 4 (4th Grade)		94.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and sources.

Ready Gen is a K-5 ELA core curriculum that was built expressly for the New York City Department of Education. Ready Gen combines the instructional expectations of the New York City Department of Education, perfectly aligned content, and strong teacher support into a cohesive program that addresses the Common Core Learning Standards. Ready Gen is organized around units of study in Science and Social Studies that feature topically-related text sets. Students are exposed to reading authentic pieces of literature, such as novels, trade books and shorter, related texts of multiple genres. Student engage in an experience close reading of text at appropriate complexities across grades, and engaging in the task of citing text evidence in response to text based questions that are higher-order.

Balanced Literacy is an approach that provides various levels of support to students, moving them from need, dependent students to independent readers, writers, listeners, and speakers. Ready Gen provides a Balanced Literacy approach to reading. The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The reading standards define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Pearson reports, “ReadyGen students write every day in whole group and small group. Students have opportunities to write in response to multiple sources, connect ideas within and across texts, and author pieces in the three writing modes—opinion, informative or explanatory, and narrative. Equally important is the art and craft of writing. You will teach conventions, mechanics, and the writing process. You will also teach students to carefully analyze and synthesize sources and defend claims through text evidence. As a result, students produce writing that promotes critical thinking and understanding.”

P.S. 125—The Ralph Bunche School teachers report that ReadyGen’s writing program does not teach the scaffolding skills and/or strategic moves needed to demonstrate proficiency as an independent writer. Furthermore, many of the writing activities as reported by teachers on the early childhood team are not developmentally appropriate. Parents have reported that they feel the design of the ReadyGen writing program is to closely aligned to New York State’ English Language Arts Assessments.

The Teachers College Reading and Writing Project is one of the world’s premier providers of professional development in the teaching of writing. During the writing workshop, students are invited to live, work and learn as writers. They observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students receive direct instruction in a mini-lesson, during which the teacher explicitly names a skill proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students then have time to write, applying the repertoire of skills and strategies they’ve learned, while receiving feedback through one-to-one conferences and small group instruction designed to move them along trajectories of development.

As part of their learning, teachers sometimes do the same writing work that they teach students to do. They collect seed ideas, select one to turn into a piece of writing, then draft, revise, edit and publish their own mentor texts, which they may use during whole-class instruction. Just as children develop as writers, moving along a continuum from beginner to more sophisticated to advanced, so, too, teachers progress along a continuum of teaching development.

Chancellor Farina said, “Good teachers want good work with good resources. Writing enables you to make promises to kids. If you write every day the writing improves. At the beginning it may not have the quality but it will improve. Writing must happen frequently. There needs to be a trajectory. Kids and teachers need feedback on their writing. It develops a common language. Everybody needs a trajectory of teaching all types of writing. There are expectations for writing at all grade levels.

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
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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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, K – 5 teachers will incorporate guided and shared writing strategies into daily instruction with the Teachers College Writing Project units of study so that all students – including ELLs and SWDs – can become independent in their ability to write independently across the curriculum as measured by 40% of students reaching proficiency on the end-of-year writing assessment rubric provided by Teachers College Writing Project.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal will participate in Curricular Leaders in Writing Conference Days on October 7th, December 9th, and January 6th at Teachers College.</p> <ul style="list-style-type: none"> • October 7th—Rallying Teachers to Invest in the Teaching of Writing—Then Building Systems and Supporting the Culture that Will Make the Effort Pay Off Big Time • December 9th—The Supervision, Leadership Development, and Support that Can Lift the Level of Writing Instruction Across a School • January 6th—New Year’s Resolutions: Goal Setting <p>Teachers will participate in 4 days of professional development per grade level at Teachers College.</p>	<p>Principal and Teachers</p>	<p>October 7, 2015 December 9, 2015 January 6, 2016 K September 29, 2015 October 13, 2015 December 15, 2015 February 23, 2016 1 September 18, 2015 October 28, 2015 January 13, 2016 February 9, 2016 2 September 21, 2015 October 23, 2015 January 8, 2016</p>	<p>Administration, District Support Staff, Model Teachers</p>

		<p>April 1, 2016</p> <p>3</p> <p>September 21, 2015</p> <p>October 13, 2015</p> <p>November 24, 2015</p> <p>January 12, 2016</p> <p>4</p> <p>September 22, 2015</p> <p>October 16, 2015</p> <p>December 1, 2015</p> <p>January 22, 2016</p> <p>5</p> <p>September 30, 2015</p> <p>October 21, 2015</p> <p>December 8, 2015</p> <p>March 8, 2016</p>	
<p>Teachers will utilize the Teachers College Writing Units of Study to plan for writing instruction. Writing instruction will be delivered in both whole group and small group settings according to Common Core Learning Standards. Regular writing celebrations will foster a motivation and purpose for writing and also promote the writing process with our families. Teachers in grades K – 2 will use a shared writing approach to model the strategies that good writers in several genres.</p>	<p>Principal, Teachers, Students</p>	<p>September 2015-June 2016</p> <p>First Friday Celebrations/Open House</p> <p>November 6, 2015</p> <p>December 4, 2015</p> <p>January 8, 2016</p> <p>February 5, 2016</p> <p>March 4, 2016</p> <p>April 1, 2016</p>	<p>Administration, District Support Staff, Model Teachers</p>

		May 6, 2016 June 3, 2016	
K – 5 teachers will meet in teacher teams and review student writing samples. This data will be used to monitor student progress and to plan appropriate instruction and ensure growth across the year. The teaching staff will participate in grade level teams of Professional Learning Communities to discuss instructional strategies in writing as well as student progress. Each grade level team will develop and/or revise common rubrics. Teachers will engage in writing conferences with students regularly as a formative assessment.	Principal, Teachers, Students	September 2015-June 2016 Teacher Team Meetings are scheduled each Tuesday	Administration, District Support Staff, Model Teachers
Teachers will grade three writing assessments across the year using a Rubric that is common to each grade level team. Teachers will be encouraged to showcase student writing in a variety of ways, including but not limited to hosting classroom events, such as publishing parties or writers celebrations, putting student writing in the hallways on displays, inside of classrooms on displays, or showcasing writing examples in family communications. We will host a school-wide young authors celebration three times a year to highlight student writing. Students will read a published piece in small cross grade level groups with one adult leading the celebration. Families are invited to participate. We will provide certificates to students participating to share with families.	Principal, Teachers, Parent Coordinator, Parents, Students	September 2015-June 2016 During the week of November 4th 2015 During the week of March 2nd 2015 During the week of May 12th 2016	Administration, District Support Staff, Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Principal in charge of literacy; all teachers.
2. Grade meetings built into the school day (first period for every grade).
3. Model Teacher Leaders (3 in all) who will lead professional development turn-keying information learned from TC Calendar days.
4. Many Monday PDs will support literacy.
5. Grades 4 – 5 are departmentalized and the model teacher will teach writing.
6. Instructional materials to support writing curriculum development during the regular school day and after school program.
7. Time allotted for weekly instructional team meetings.
8. Time allotted for Principal Forum.
9. Supervisor per session for after school (as funding permits)
10. Teacher per session for after school (as funding permits)
11. Coverage provided by content area specialist.
12. Instructional materials to meet the needs of at risk students
13. Teachers will receive differentiated professional development during the school day by peer teachers.
14. Teachers, Principal and Parent Coordinator will host writing celebrations

15. Time allotted for analyzing data in order to group students.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Classroom based assessment Frequency: 3 Times per Year
2. Summative assessment Frequency: Once per Year
3. Student conference Frequency: Daily per Year

By February 2016, 3rd – 5th grade students will be at 30% proficiency as measured by the Teacher College Writing Rubric.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The features of our academic program are based upon the needs of the students. While each student is unique and has their own needs we can, based upon data, narrow down the needs of students in several ways. As we teach our students to look for patterns, there is a coherence and congruity in our academic program. It does not always take the shape of materials or in displaying identical academic artifacts, it is in providing broad and rich academic and social experiences for the students. Out students are varied and so are their outcomes.

There are many aspects that need to be addressed in understanding the P.S. 125---Ralph Bunche School’s unique community. These include our school’s location at the crossroads of the diverse communities of Harlem and Morningside Heights; space within the school due to co-location, attendance, and the school history with changes within and by the Department Of Education.

We are also struggling with poor attendance and lateness at the P.S.125—The Ralph Bunche School. We are continuing to implement policies to improve students’ attendance and will continue to do so. However, the current result is that students are losing instructional time. Not only is there a loss of instructional time due to absences but also for the instructional time lost in re-teaching.

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)
- According to the School Quality Guide Summary, P.S. 125 is Approaching Target for Attendance. The attendance rate for 2013 – 14 was 89.4%.

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 2% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Principal, Attendance Coordinator, Parent Coordinator, Dean, Guidance Counselor and Model Teacher Leader, Teachers and Parents	September 2015-June 2016 Teachers will record attendance daily through the KINVOLVED app and	Administration, District Support Staff, Attendance Coordinator, Guidance Counselor, Dean, Parent Coordinator
"Make Use of Technology Tools" Where possible and practicable the school will record attendance/lateness electronically by KINVOLVED. Electronic attendance registration software enables more effective and efficient monitoring of attendance on a daily basis as well as	Principal, Attendance Coordinator, Parent Coordinator, Dean, Guidance Counselor and Model Teacher Leader, Teachers and Parents	September 2015-June 2016 Teachers will record attendance daily through the KINVOLVED app and	Administration, District Support Staff, Attendance Coordinator, Guidance Counselor, Dean, Parent Coordinator

<p>allowing the identification of longer-term trends in absence which can be used to inform school policy and practice. Electronic packages that automate the contacting of parents to inform them of their child’s absence have also proven effective in reducing absence and locating children and young people. It also enables registration for each lesson, and the identification of lateness.</p>		<p>transmit the information to families directly.</p>	
<p>“Make Use of the Data Available”</p> <p>The school will hold attendance data meetings. Attendance data helps strategic planning and can enable schools to manage attendance issues more effectively. Whole school attendance figures produced monthly, weekly or yearly, based on year groups, can indicate factors such as:</p> <ul style="list-style-type: none"> • declining attendance in year groupings; and • the effect of seasonal attendance e.g. attendance may decline during colder months and preceding school holidays. • effect of staff absenteeism; • special groups [STH and/or SWD] • fall in attendance preceding teacher training days and half days, • effect of spirit days, field trips or assembly programs; • effect of the timing of the school day; and • effect of student holidays in term time. <p>Continuous analysis of individual student attendance and of the whole school can give scope for strategic planning. By identifying those levels which the school considers are indicators of persistent absenteeism or irregular attendance, it is possible to identify the extent of the problem. The school can then target time provided by the education welfare officer and pastoral staff more effectively by producing:</p> <ul style="list-style-type: none"> • individual attendance records which highlight reasons for absence and the pattern and rate of unauthorized absence; and • obtain lists of all student with unexplained absence which can be fed back to the responsible member of staff. <p>The school staff will then be able to identify those pupils who give cause for concern. Coded absence, broken down into a class and/or group format,</p>	<p>Principal, Attendance Coordinator, Parent Coordinator, Dean, Guidance Counselor and Model Teacher Leader, Teachers and Parents</p>	<p>September 2015- June 2016</p> <p>October</p> <p>9, 16, 23, 30</p> <p>November</p> <p>6, 13, 20</p> <p>December</p> <p>4, 11, 18</p> <p>January</p> <p>8, 15, 22, 29</p> <p>February</p> <p>5, 26</p> <p>March</p> <p>4, 11, 18, 25</p> <p>April</p> <p>1, 8, 15, 22, 29</p>	<p>Administration, District Support Staff, Attendance Coordinator, Guidance Counselor, Dean, Parent Coordinator</p>

<p>would allow identification of excessive unauthorized absences.</p>		<p>May 6, 13, 20, 27</p> <p>June 3, 10, 17 24</p>	
<p>“Raise the Profile of Attendance”</p> <p>The school will raise the profile of attendance with parents and the wider community through the use of home-school agreements, parents’ evenings, school newsletters, or other communications. The school will send out letters automatically if attendance falls below a certain level.</p> <p>Posters and leaflets will be used in numerous ways to promote attendance. These leaflets will cover every feature of attendance and will be distributed through the school as well as locations such as school playground, after-school programs and other community-based locations.</p> <p>When welcoming and introducing new parents and students it is important to raise awareness of the importance of punctuality and attendance. As part of staff introduction we will brief new staff on the school’s philosophy on attendance and introduce them to their responsibilities for attendance management.</p> <p>Communicate frequently with parents about positive achievements and improvements and in ways which emphasize the responsibility and role of parents in partnership with the school. We will ensure parents are welcomed into the school and can gain easy access to staff. The school will install a dedicated ‘attendance’ telephone line specifically for parents to inform the school of absences. To overcome attendance problems, it can be useful to have meetings with parents to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance.</p>	<p>Principal, Attendance Coordinator, Parent Coordinator, Dean, Guidance Counselor and Model Teacher Leader, Teachers and Parents</p>	<p>September 2015- June 2016</p> <p>Parent Association Meetings</p> <p>November 9th</p> <p>December 14th</p> <p>January 11th</p> <p>February 8th</p> <p>March 14th</p> <p>April 11th</p> <p>May 9th</p> <p>June 13th</p>	<p>Administration, District Support Staff, Attendance Coordinator, Guidance Counselor, Dean, Parent</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. We will create an attendance team that will include Principal, Attendance Coordinator, Parent Coordinator, Dean, Guidance Counselor and Model Teacher Leader
2. Weekly review of student attendance data by the Attendance Team
3. Monthly assemblies to honor those students with 100% attendance for the month
4. Letter to parents/guardians acknowledging the accomplishment of 100% attendance
5. Various incentives for classes that achieve over 95% attendance on a monthly basis
6. Special incentives on scheduled half-days, inclement weather days and days preceding a holiday
7. Letters, phone calls and home visits by Attendance Team members focusing on students whose attendance falls below 90% in any given month
8. Meetings with teachers to share Best Practices about attendance
9. Parent Engagement time will be used to facilitate meetings, texts, email or phone calls to at-risk families.

Part 4b. 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

As indicated above, the Attendance Team meets on a weekly basis to review student attendance data and formulate adjustments to the action plan and other key strategic elements.

By February 2016, attendance rate will be at 90.5% based on ATS attendance data. By the midpoint you should see a 1% increase in attendance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

P.S. 125—The Ralph Bunche School is a small school. This provides both positives and negatives for our academic program. The positives are apparent; very close to the goal of being one family. P.S. 125—The Ralph Bunche School know each other; students, staff and parents. The most visible effect of this is that the students are less anxious with other staff than their classroom teacher. This enhances all of our class programs as well as being a great benefit in flexible programming. The negatives, which aren’t always visible, include the lack of school-wide programs for the arts.

P.S. 125—The Ralph Bunche School has embraced the traditional approach to teaching and learning where we focused on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. In the past our classrooms tended to be closed systems where information was filtered through layers to students. In general, the use of resources was limited to what was available in the classroom or within the school. Use of technology was focused on learning about the technology rather than its application to enhanced learning. Lesson plans were used to organize the various steps in the learning process for the whole-class approach. Assessment has been focused on determining the progress of skills development in addition to content understanding.

P.S. 125—The Ralph Bunche School’s pre-kindergarten parents have spoken about the extreme differences between the philosophy of teaching in pre-kindergarten and what happens when a child articulates to kindergarten. The pre-kindergarten families shared how they wished for a whole-school environment that was more aligned to the philosophy of pre-kindergarten. In addition, parents that are new to district 5 and the school’s zone also expressed their desire for a school that embraces more progressive practices. Both parent groups cite Central Park East I, Central Park East II, and the Castle Bridge School as models for what they would like to see in district 5 and P.S. 125—The Ralph Bunche School.

P.S.125—The Ralph Bunche School applied to the Learning Partners Program to be able to collaborate with the Castle Bridge School. The Learning Partners Program is designed to promote collaborative learning by matching school that has demonstrated strength in a specific area of practice, known as a host school, with two schools interested in strengthening practices in that area, or partner schools. These specific areas of practice, called Learning Focus Areas, were identified by school leaders, teachers, and support staff as key characteristics needed for schools to promote college and career readiness for its students.

The Castle Bridge School’s goal is to provide each student with a high-quality, arts-infused, project-based K -5th grade experience that will develop the skills and passions for inquiry and engagement in support of their growth as scholars, workers and citizens. For 2015 – 2016 the Learning Focus Area is examining best practices of pre-kindergarten classrooms because of their inquiry approach to teaching and learning.

An inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The inquiry approach is more student centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or

project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something engages students and reflects their interests and goals.

Inquiry classrooms are learning environments where students are encouraged to search and make use of resources beyond the classroom and the school. Inquiry is not only done in science or group work. Inquiry work can be done in lectures that provoke students to think and question.

AREAS OF CELEBRATION

School Quality Review 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

K – 1st grade teachers will use an inquiry approach to analyze classroom practice, curriculum, assessment data, and student work to inform and improve instruction, develop targeted next steps and engage in ongoing progress monitoring as measured by teacher actions and student work. By June 2016, K – 1st grade teachers will have 85% effective ratings in component 3c of the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Identify model teachers at the school that will be trained and developed in facilitative leadership strategies, the inquiry process, looking at data, and looking at student work protocols.</p>	<p>Principal, Data Specialist, Model Lead Teacher</p>	<p>June 2015-October 2015</p>	<p>Administration, District Support Staff, Model Teachers</p>
<p>Hold weekly meetings to train and develop data leads, create inquiry calendar, and collaborate on the integration of the arts into the units of study.</p>	<p>Principal, Data Specialist, Model Lead Teacher, Teachers (PK – 1)</p>	<p>September 2015-November 2015</p>	<p>Administration, District Support Staff, Model Teachers</p>
<p>Teachers meet weekly in inquiry teams to analyze data, determine growth areas, create and implement actions plans that impact student growth.</p>	<p>Principal, Data Specialist, Model Lead Teacher, Teachers (PK – 1)</p>	<p>September 2015-June 2016 Teachers meet in teams on Tuesdays.</p>	<p>Administration, District Support Staff, Model Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>From July 2015–June 2016, each partner principal and his team of approximately 4 staff members will dedicate about 10 hours per month total toward:</p> <ol style="list-style-type: none"> 1. Engaging in summer planning and/or professional development with host school and facilitator

2. Participating in 5 full-day visits to host school
3. Inviting host school to visit their school at least 3 times
4. Working with facilitator to revise practices based on program learnings
5. Engaging in related learning activities
6. Providing periodic feedback about the program

Tailored support from a facilitator with instructional and operational expertise who may help:

- o Plan school visits and learning activities and assist with implementation
- o Coordinate the distribution of funds, including preparation of purchase orders and per session postings
- o Document promising practices and collect feedback
- o Up to \$15,000 in funding to be used toward:
 - o Per diem to make staff available for program activities
 - o Per session for planning time and professional development from July 2015–June 2016
 - o The cost of printed materials, equipment, books, etc. to support program activities and the cost of 3 Model Teacher Leaders

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Participating in 5 full-day visits to host school. Inviting host school to visit their school at least 3 times. Reflections will be written and used to determine next steps for future visits. The school will examine best practices through Danielson Domains 2 and 3.

By February 2016, K – 1st grade teachers will have 65% effective ratings in component 3c of the Danielson Framework for Teaching.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Arts integration offers students an opportunity to explore important concepts and to acquire and practice the critical skills they need to succeed in the world they will inherit. Arts integration is not a new teaching strategy. Effective teachers employ at least a smattering of arts integration as a means to have some students connect with the learning opportunity. Students can illustrate stories and poems. They can act in plays about famous historical events. They can sing patriotic songs and draw portraits of famous people. Making art, whether it is theater, chorus/band, visual art or dance, is a process of making informed choices. Students who do not receive instruction in the arts may not be aware of the kinds of decisions they can make and thus may not be able to express themselves or communicate their ideas as they intend. Just as students require instruction in understanding and using words, they need the opportunity to learn the language and the elements and principles of the arts. Then and only then can they really bring their visual/spatial, musical/rhythmic, kinesthetic, intrapersonal and interpersonal intelligences to bear on the topic at hand.

Arts integration brings multiple curriculum areas together to explore key concepts in real world contexts. It offers students multiple paths to understanding of key concepts and important ideas. It allows individuals to access information and to process it in ways that are developmentally appropriate to each learner.

Furthermore, this effective teaching practice is no secret as evidenced by the Danielson Framework Component 1e: Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that teachers have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Teachers must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this competency recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3. P.S. 125—The Ralph Bunche School will implement arts integrations as a process of using the arts—visual art, dance, drama and music—to enhance learning experiences across the curriculum.

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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use the arts as an entry point for learning. Teachers will design coherent instruction where arts is integrated into the content as a form of differentiation for different groups of students and varied use of instructional groups resulting in 75% of teachers being rated as effective/highly effective reflected in component 1e Designing Coherent Instruction in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Initial planning conferences will be used to discuss individual teachers' professional goals by reflecting on prior year's MoTP, student data, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric. Professional development and collaborative learning conversations will focus on the areas of 1A, 1E, 3B, 3C, and 3D and will be differentiated based on teacher needs.</p>	<p>Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction.</p>	<p>September 8, 2015 through October 30, 2015</p>	<p>Administration, District Support Staff, Model Teachers,</p>
<p>Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities (with in-house and network support, as well as outside consultants), use Chancellor PD days, non-attendance days, monitor progress through informal visitations and formal observations, analyze student assessment data, plan for instruction based on data specifically targeting instruction for our English Language Learners and Students with Disabilities, and adjust Professional Learning according to findings.</p>	<p>Student growth will be measured on the rubrics associated with the fall and spring administrations of NYC ELA Writing Performance Assessment</p>	<p>September 2015- June 2016 Chancellor's Conference Days September 9, 2015 November 3, 2015 June 9, 2016</p>	<p>Administration, District Support Staff, Model Teachers</p>
<p>Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PTA meetings and First Fridays: Parents as Partners, so that they can better understand how to support students at home. Parents will receive monthly grade specific newsletters and weekly "Email</p>	<p>Parents</p>	<p>September 2015- June 2016 First Friday of Each Month for Celebrations</p>	<p>Administration, District Support Staff, Model Teachers</p>

<p>Blasts” that detail units of study in Reading, Writing, Math, Science and Social Studies and school events. Our website is updated monthly to include activities that parents can use at home with their children.</p>		<p>SLT Meetings will take place on the first Wednesday and the Third Thursday of each month</p> <p>Parent Association Meetings take place on the second Monday of each month</p>	
<p>In order to build trust, the administrative team is working with our Talent Coach to foster a shared understanding of the Danielson Rubric and subsequently share that understanding collaboratively with our teachers during pre- and post - observation conferences.</p>	<p>Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction.</p>	<p>September 2015- June 2016</p>	<p>Administration, District Support Staff, Model Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Use of PD provided by the DOE (webinars and Teacher Danielson training), Calendar Days, MFSC Professional Development, District Professional Development, Chancellor Days, Early Dismissal Days, and conferences with supervisors.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ol style="list-style-type: none"> 1. By November 2015, all teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation feedback session. 2. By March 2016, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child’s learning. Staff members will display evidence throughout the school-year of an increase focus on Domain 3 on the Danielson Framework for Teaching such as discussion prompts in the classroom, questioning prompts, centered base learning activities, and assessment criteria. In order to progress monitor, teams will be meeting from September 2015 to June 2016 to analyze and discuss data and best practices in order to plan targeted instruction to support individual students and groups of students. 3. By June 2016, teachers will have moved at least one level of performance on the Danielson Rubric in the priority components of Domains 1 and 3 of the Danielson Framework (1e, 3b, 3c, 3d). Teachers will meet with their supervisor for an end of the year conference in June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a small school, we take pride in the fact that we have developed a cohesive and collaborative community with instructional quality throughout our school which is reflected in the specific adjustments that each teacher makes to his or her flow of the day. By analyzing our approaches to teaching and learning, we have made decisions based on student progress and performance as well as demographics and student need. These decisions also take the location of the families served at the P.S.125--The Ralph Bunche School into consideration. We serve two very diverse groups of families which differ in regards to need and philosophy. One group provides (and has always provided) their children with a wealth of prior knowledge socialization skills while the other group relies heavily, if not solely, upon the school to provide all aspects of learning.

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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 2016, 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 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Staff and parents as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences to further their educational goals.</p> <ul style="list-style-type: none"> • All members of our school community must share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes. 	<p>Teachers and Parents of all students K-5</p>	<p>September 2015-June 2016</p> <p>Title I Parent Meeting, October 28, 2015</p> <p>SLT</p>	<p>Administration, Instructional Leads, all pedagogical staff</p>

<ul style="list-style-type: none"> • All parents and teachers will be invited to attend regularly scheduled parent and school meetings (PTA, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection. • All parents will attend parent/teacher conferences 4 times a year • Maintaining outreach logs, feedback from monthly parent meetings, and teacher and parent responses on the School Survey. • School trips to museums and other cultural institutions are planned throughout the year. • Parents as Arts Partners is an after-school program at our school that integrates arts into other subjects as an exciting and fun course for our families. • Community events aid our success in all areas. Our Ralph Bunche Founder’s Day celebration in October will provide parents, staff, and students with an opportunity to share information about heritage, customs and food in a collegial manner. • We will sponsor our First Career Day, parents discuss with students their various careers including education needed, training, etc. • Our annual Literacy and Math Nights promotes parent involvement with a special emphasis on literacy and mathematics. • Surveys will be created to measure specific areas of parents knowledge of tools and confidence in their ability to affect their children's learning. • Surveys will be administered three times (January, March and June) by several means: on paper, distributed in backpacks and by parents volunteers; online, with computers made available at the school for parents use if needed on the phone by parent coordinator and/or class parents 		<p>First Wednesday and Third Thursday of each month</p> <p>Parent Association Meetings Second Monday of each month</p> <p>Career Day Third Friday of each month</p>	
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> • AIS small group instruction, before & after school programs for Level 1 and 2 students, push-in/pull-out 	<p>Teachers and Parents of all students K-5</p>	<p>January 2016-May 2016</p> <p>Studio in a School Residency for ELLs and SWDs</p>	<p>Administration, Instructional Leads, all pedagogical staff</p>

<p>SETSS, and ESL program conducted by certified SETSS and ELL teachers</p> <ul style="list-style-type: none"> • A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: <p>professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</p> <ul style="list-style-type: none"> • Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. 			
<p>Create and implement a Parental/Family Engagement Plan that will include workshops, meetings, conferences, and newsletters to provide parents and guardians multiple opportunities for partnership in the educational process of their children.</p> <p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> • Parent coordinator conducts monthly parent workshops. • Related services point person conducts monthly meetings with parents. • Parent outreach on Tuesdays from 2:20-3:35 • PA meetings • Title I Parent meetings • monthly grade meetings with parents on a rotating basis • To communicate whenever feasible with non-English speaking <p>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.</p> <p>Parent-to-Parent Conversations Parent leaders (PA Executive Board, SLT parent representatives, class parents) will engage in one-on-one meetings and conversations with parents at least 3 times during the</p>	<p>Teachers and Parents of all students PK-5</p>	<p>September 2015-October 2015</p>	<p>Administration, Instructional Leads, all pedagogical staff, Parent Coordinator</p>

<p>year, including during family engagement time and parent-teachers conferences. The objective of these meetings will be to supplement the data collected by the surveys and to develop personal relationships with as many families as possible in a specific goal to increase the level of trust between our school and its families.</p> <p>Monthly Workshops The SLT will offer parents, 6 monthly workshops to be held starting in January and ending in June 2015. The topics of the workshops will include Literacy, Math and Behavior Support. For each topic we will offer two workshops in order to measure effectiveness and impact, so that if needed a different strategy can be implemented. These grade-specific workshops will be facilitated by content experts, with knowledge of our school specific needs and culture. They will be designed to be inclusive of diverse learners in our community. The target will be all families and their structure will be informed by the data collected through surveys and individual conversations. The program will be overseen by the SLT and the PA Executive Board. Additional workshops for families of ELLs and students with disabilities.</p>			
<p>Activities that address the Capacity Framework element of Trust: • To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connections.</p>	<p>Teachers and Parents of all students PK-5</p>	<p>September 2015-June 2016</p> <p><i>Open School Night</i> Thursday, September 17th</p> <p><i>PK and K Family Welcome Event</i> Saturday, September 19th 11am – 1pm</p> <p>CEC Meeting (September 10th and 17th)</p> <p>SLT Meeting (September 16th)</p> <p>Parent Leadership Training (September 16th)</p> <p>PA, SLT, Title I Meeting (September 22nd)</p>	<p>Administration, Instructional Leads, all pedagogical staff, Parent Coordinator</p>

		<p>Dad Take Your Child To School Day, Tuesday September 22,</p> <p><i>First Friday</i>, Friday, October 2nd</p> <p>Making Strides Against Breast Cancer, Walk October 18, 2015</p> <p>Principal's Breakfast Monday, [PK – 2] October 19th and [3 – 5] 26th</p> <p><i>United Nations Day</i> Friday, October 23rd</p> <p><i>Custodian Appreciation Day</i> Monday, October 26</p> <p><i>Book-A-Ween</i> Friday, October 30th</p> <p>School Wellness (2nd Friday, October 9th of each month)</p> <p>Monthly Career Day (3rd Friday, October 16th of each month)</p> <p>Beautification Team (Each Monday, October 5, 19th, 26th---8:30am)</p> <p><i>Latino Heritage Celebration</i> Wednesday, October 28</p> <p>Parent Teacher Conference, November 4</p> <p>First Friday Celebrations, November 6</p>	
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		<p>School Wellness (November 13)</p> <p>Monthly Career Day (November 20)</p> <p><i>Principal Advisory Council Meeting, November 20, 2015</i></p> <p>Beautification Team Meeting (each Monday, November 2, 9.16, 23, 30)</p> <p>Family Literacy Night (November 10)</p> <p>Honor Our Troops Day Night (November 12)</p> <p>Thanksgiving Potluck (November 17, 2015)</p> <p>School Wellness</p> <p>(2nd Friday of the month December 11)</p> <p>Monthly Career Day (3rd Friday of the month December 18)</p> <p>Adopt a Door Decorating Begins (Students and parents) December 7-21)</p> <p><i>Holiday Muffins for Moms- December 15, 8:30am</i></p> <p><i>Holiday Donuts for Dads- December 16, 8:30</i></p> <p>Door Decorating Contest – December 17</p> <p>“Holidays around the World” December 18 2015 5:30pm</p>	
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		<p>Santa's Workshop- Sponsor by Parent Association (December 16)</p> <p>Winter Solstice with Boys and Girls Club (4-5:40pm) December 22, 2015</p> <p>First Friday celebration canceled January 1</p> <p>Celebrations to take place on Friday January 8</p> <p>School Wellness 1/8/16</p> <p>Monthly Career Day (1/15/16)</p> <p>Beautification Team Meet (1/4, 1/11, 1/27)</p> <p>Mid-Year Award Celebrations-1/22/16</p> <p>2nd Dad Bring Your Child to School Day 1/26</p> <p>Principal Advisory Dinner 2/26</p> <p>School Wellness- 2/12</p> <p>Monthly Career Day 2/26</p> <p><i>RBS FAMILY DAY- 2/26</i></p> <p><i>Black History Month Assembly-2/10</i></p> <p><i>Dominican Breakfast- 2/26</i></p>	
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		<p><i>Spring Parent Teacher Conference 3/2</i></p> <p>First of the Month Celebrations 3/4</p> <p>Principal's Advisory Meeting 3/18</p> <p>School Wellness -3/11</p> <p>Monthly Career Day 3/18</p> <p>Beautification Team Meeting</p> <p>3/7, 3/14, 3/21</p> <p><i>Family Math Night 3/9</i> 5pm-7pm</p> <p><i>King and Princess Gala 3/18- 5:30pm-7:30pm</i></p> <p><i>SPA & Muffins for Moms 3/23</i></p> <p><i>Donuts & Relaxation for Dads 3/30</i></p> <p>Principal's Advisory Meeting 5/20</p> <p>Open School Night 5/12</p> <p>School Wellness</p> <p><i>Appreciation Dinner & Mother's Day 5/8</i></p> <p><i>Queen and Princess Gala 5/20</i></p> <p>Principal's Advisory, June 17</p>	
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		<p>School Wellness Meeting , June 10</p> <p>Career Day, June 1</p> <p>RBS Grammy June 5, 2015</p> <p>Annual Principal’s Dinner, June 10</p> <p>End of Year Luau Out Barbeque, June 14</p> <p><i>Principal Advisory Council Meeting (September 25, October 30, November 20, December 18, January 29, February 26, March 18, April 22, May 27, June 24)</i></p>	
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor · Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science, · Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc. · Technological support and Internet based programs

These activities will take places outside of school hours so they will require building permits to open the school building, but no schedule adjustment. Per session will be needed for teachers who are supporting this work. In terms of human resources it will require content experts to offer the workshops and child-care during the workshops. Surveys and one-on-ones will be managed by parent volunteers.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 parent involvement at school events will increase by 10% as measured by sign-in sheets and parents feedback. Parents and teachers will develop and establish an environment of trust, and a strong parent and school community connection as evidenced by outreach logs, feedback from monthly parent meetings, and by teacher and parent responses on the School Survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring Level 1 and/or 2 on the ELA; Fountas and Pinnell individual student assessment	FOUNDATIONS Phonics and Phonemic Awareness Grades K, 1, and 2. ELA/Reading strategies and skills We Utilize: Ready Gen ELA. In grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations Ready Gen ELA, Emphasis will be placed on critical thinking, reading and writing skills and strategies in order to promote and reinforce a school wide focus on literacy.	Small group: Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy is implemented. The teachers can spend more time targeting the individual needs of each child including children with special and language-learning needs.	During the school day, and before or after school programs.
Mathematics	Students scoring Level 1 and/or 2 on the NYS Math Assessment, Go Math assessments	Go Math and IXL	Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math skills. To reduce student ratio, a push-in model in math will be implemented. The teachers can spend more time targeting the individual needs of each child.	During the school day, and before or after school programs.

Science	<p>Academic Intervention Support in the area of science will be provided to those students who are at-risk of not meeting the state standards.</p>	<p>Extra time will be devoted to content instruction Frequency based on identified needs Classroom Computers will be used for informational purposes by students.</p>	<p>Reduced Student Teacher ratio enabling small group and individualized instruction based on assessed needs. One to one or small group. Using a push-in/pullout model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pullout model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>	<p>During school day</p>
Social Studies	<p>Academic Intervention support in the area of social studies will be provided to those students who are atrisk of not meeting the state standards.</p>	<p>Extra time will be devoted to content instruction Frequency based on identified needs Classroom Computers will be used for informational purposes by students.</p>	<p>Reduced Student Teacher ratio enabling small group and individualized instruction based on assessed needs. Using a push-in/pullout model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pullout model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>	<p>During school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance services are used to improve the conflict resolution skills of the students. The guidance counselor provides support for new teachers in this area as well as defining student referral policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan</p>	<p>Counseling programs. Evaluation by psychologist.</p>	<p>One to One Small Group</p>	<p>During school day</p>

	<p>will focus upon providing students with ongoing support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential. Our school psychologist is at our school on a part time basis. She does not provide AIS services. She is only responsible for evaluations and reevaluations. Our school's social worker is at our school on a part time basis. She does not provide AIS services.</p>			
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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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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"> • Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school. • Our payroll secretary will work closely with Manhattan Field Support Center to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors will continue to be assigned to support new and struggling teachers. • Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered. • We will continue to support the teachers in their ongoing education which will lead to the completion of a license/tenure making them highly qualified teachers. • Teachers will only be programmed based on their area of expertise and licensing. • We will reach out to Manhattan Field Support Center Human Resources department as well as local universities such as Columbia University Teachers College, City College, Bank Street, New York University, Hunter College, Mercy College, Pace University and Fordham University for potential graduates that will be the best match for our school community. • We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum. • A Hiring Committee led by the UFT Chapter Leader will meet to speak with prospective candidates and share their findings with the principal regarding candidates' rankings. • School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data. • 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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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 2015- 2016 citywide instructional expectations. Teachers can find more PD activities 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

Common Core Library and Engage NY are 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 the Common Core Library and Engage NY 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.

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	108,604.00	X	pp. 15 – 17; 22-24; 27 – 29; 31 -33; 35- 37
Title II, Part A	Federal	77,180.00	X	pp. 15 – 17; 22-24; 27 – 29; 31 -33; 35- 37
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,384,132.00	X	pp. 15 – 17; 22-24; 27 – 29; 31 -33; 35- 37

¹Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 125
School Name Ralph Bunche School		

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

Principal Reginald Higgins	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Valerie Henry	School Counselor type here
Teacher/Subject Area Joel Rivera	Parent type here
Teacher/Subject Area type here	Parent Coordinator Griselda Hernandez
Related-Service Provider Donna Marhold	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	1	3	4	1	1	1	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	2	1	0	2	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.

 Since P.S 125 does not offer a Transitional Bilingual program, we don't administer ECLAS, EL SOL, Estrellita and Chinese Reading Assessments.
 The Interim assessment is used to confirm the trends identified through the NYSESLAT. On a consistent basis, key staff members meet to analyse and interpret student data from numerous sources (ACUITY, Running Records, Student Portfolios, etc.) The analyses are used to inform teachers as to which academic areas and skills to prioritize for intervention and support. In addition, the available data continue to inform us on how to plan for differentiated instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 Paste response to questions here:
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
 [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

If a student is designated as at-risk or below-benchmark on any particular competency/skill, he/she We use the three Tiers of Instructional Support: Core of Instruction 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 to in order to assist the achievement of our students throughout the academic school year.

6. How do you make sure that a student's new language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions by providing home language resources (libraries, bilingual glossaries, texts, technology, primary resource materials).
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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. The pedagogue administers a Home Language Identification Survey (HLIS) to determine the home language which is based on an interview with both the parent and the student in English and the home language. Alternatively, the DOE provides over-the-phone interpretation so that parents can receive language assistance and have their questions answered in their preferred languages. If the student's home language is other than English, an in-depth interview with the student is conducted in both English and the home language. Additionally, the student's prior school work in reading, writing, math in both English and the home language is reviewed. In case of lack of sufficient school work, an age and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners are used. Then, the school determines if the student is eligible to take the NYSITELL. If a student whose home language is Spanish scores below cut score on the NYSITELL, the Spanish LAB is administered at the time of enrollment (or reenrollment) during the same 10-day testing window. The student is placed in an appropriate program. The persons responsible for conducting the initial screening, administering the HLIS and the Interview are the ESL teacher, Ms. Henry (A speaker of French, Spanish, English).
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The student is interviewed in both English and the home language using the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). Additionally, the student's prior school work in reading, writing, and mathematics in both English and the home language is reviewed to identify SIFE students within 30 school days from initial enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT) determines if a student is eligible for the NYSITELL and makes recommendations for special education services and the language in which special education programs and services. The LPT is comprised of:
 - The principal
 - A teacher of English to speakers of other languages
 - The school's psychologist
 - The student's parent or guardian
 - A qualified translator of the language the parent/guardian communicates or understands best.

The LPT determines whether the student should take the NYSITELL. If the decision is reached that the student has English language acquisition needs, he/she must be administered the NYSITELL. However, if it is decided that the student does not have English language acquisition needs and does not have to take the NYSITELL, the recommendation is sent to the principal for review. The principal makes a decision if the recommendation to take the NYSITELL is accepted or rejected. If he rejects the recommendation to administer the NYSITELL, the NYSITELL is immediately administered to the student. However, if the principal accepts the recommendation not to administer the NYSITELL, the superintendent or her designee receives the recommendation to make a final decision. Also, the parent must be notified within 3 school days of the decision reached in his/her preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five school days after the NYSITELL is scanned and score is determined for the students, entitlement and non-entitlement parent notification letters are sent via mail to parents. Copies of the letters are kept on file in an ELL binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
There is a Re-identification Process that allows schools, parents, and students who believe a student may have been misidentified as an ELL or Non-ELL to request within 45 school days of enrollment only that the ELL Identification Process be administered a second time. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. But, if the CSE must be consulted, the process must be completed within 20 school calendar day
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
PS 125 notifies parents that their child is eligible for ELL services and parents are invited to attend a Parent Orientation Session where information and program selection is provided within 10 days of the student's enrollment. During the session, information is disseminated about the three instruction program models (Transitional Bilingual, Dual Language and Freestanding ESL) via parent orientation video and translators in their native language. Parents are informed that for grades K-8 if there are 15 students in 2 contiguous grades for which parents request a bilingual program, the school is responsible for opening such a program. The ELL Parent Brochure(provides information on ELL identification and eligibility, the three types of ELL programs and ways parents can participate in their child's education) is given to them along with the Parent Assurance Surveys and Program Selection Forms. The orientation sessions cover the Common Core Learning standards, assessments and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (ENL) programs. Time is allotted for questions and answers which are followed by the provision of Parent Assurance Surveys and Program Selection Forms to parents where they indicate their program choice. The parents are instructed to return the completed and signed form within 5 school calendar days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL teacher contacts parents before the Parent Assurance Surveys and Program Selection Forms due date to ensure that they are returned in a timely manner. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists. Otherwise, he/she is placed in ENL. PS 125 continues to make attempts by phone calls to the parents to gather initial parent selection preference throughout the year. Documentation is also kept in the ELL binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that mandates the opening of a bilingual program as follows:
 - In Kindergarten to grade 8, 15 or more ELLs who speak the same language in one or two contiguous grades.
 - In grades 9 to 12, 20 or more ELLs who speak the same language in one grade.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school sends placement letters via mail to the parents in their preferred language indicating the program in which their child has been placed. Copies of the placement letters are kept on file at the school level.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all forwarded entitlement, placement and continued entitlement letters in the ESL Data Binder for two years. Dated and signed HLIS, non-entitlement, and entitlement letters are retained in the cumulative folder of the student.
11. 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.
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. A list of the students is generated per grade and a schedule is created. The ELLs are tested according to grade level. We

administer the Speaking subtest and then, the Listening, Reading and Writing components.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL teacher ensures that all continued entitlement and transitional support parent notification letters are sent to parents before the school year but no later than September 15 in which the student continues to be entitled. Letters are sent in the parent's preferred language. She also keeps copies of all forwarded letters in the ESL Data Binder for two years.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The Freestanding ENL program provides instruction in English with home language support, emphasizing English language acquisition. P S 125 will follow an integrated ENL to build English language skills through content area instruction. The program will be delivered through co-teaching by a certified ENL teacher and a certified content area teacher. The integrated ENL instruction will include content area subject matter and English language development using ENL strategies. The program will provide language acquisition and vocabulary support while retaining content instruction time for Beginners, Intermediates and Advanced students using the Balanced Literacy Model. Realia, visuals, bilingual glossaries and native language libraries to provide comprehensible input and to lower the Affective Filter.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
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. Students are grouped for differentiated instruction based on grade and English proficiency level indicated by the NYSESLAT, LAB.R and Interim Assessments scores. The integrated ENL program offers the necessary ENL 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 ENL/ELA and the advanced students, 180 ENL/ELA per week. ENL 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The integrated ENL instruction is provided in English following the Balanced Literacy Approach. ENL 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 ENL 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 ENL teacher and the classroom teachers. The ENL 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 New 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 home languages throughout the year?

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 NYSITELL 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 ENL 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.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. We focus our attention on the ELLs with Interrupted Formal Education (SIFE). Once identified, the ENL 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. Newcomers in the New York City Public School system are provided with ENL instruction as specifically mandated based on their proficiency levels as discussed previously in the narrative. These students receive ENL 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 ENL 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. Developing ELLs receive ENL 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 ENL 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 are provided with ENL 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.

e. Former ELLs up to two years after exiting ELL status will receive 90 minutes of ENL per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student's parent and a qualified member of the school. If the qualified individual recommends and the consulted parent believes that the student has not been adversely impacted by the determination, the principal will provide more support services to the student defined in CR Part 154-2.3(j) and may reverse the determination.

8. 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 ENL and Native Language support based upon IEP recommendations and language proficiency levels to provide access to academic content areas and accelerate language development. When pushing in the classroom, the ENL 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 with integration of both special needs and ENL methodologies. Ongoing reviews are held to coordinate and maintain appropriate services for our ELLs with IEPs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We provide SETT, Speech, 12:1 services and Intensive Intervention (Tier III) services in order to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

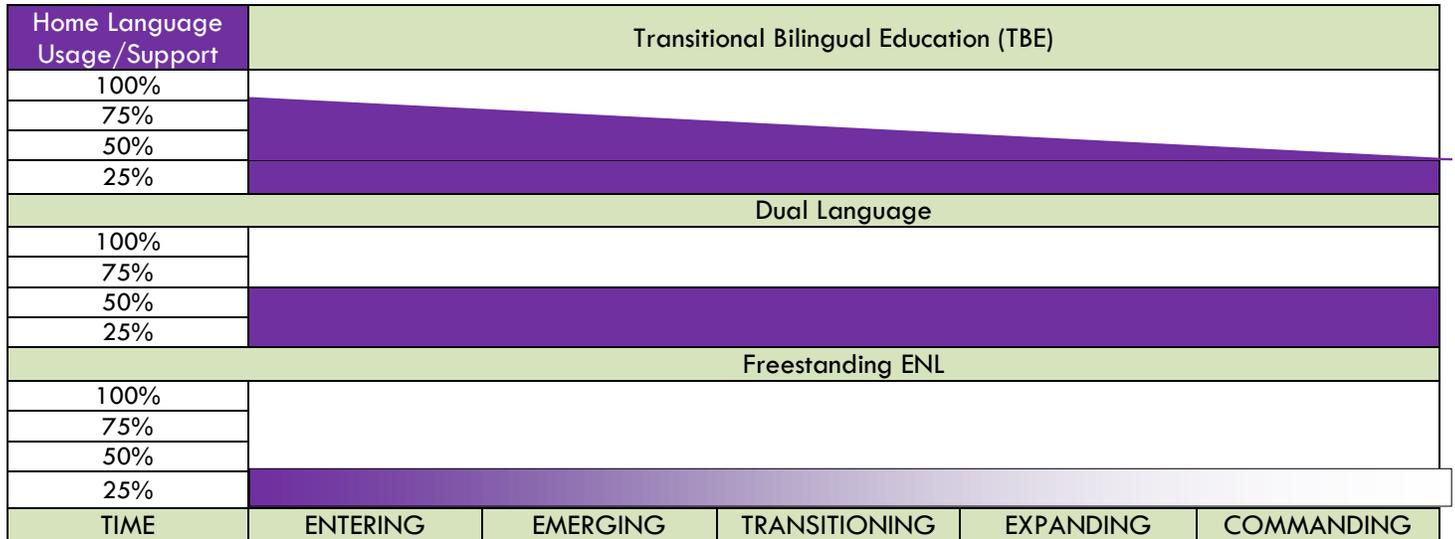


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The Academic Intervention Services (AIS) program is designed to help (K-5) grades students in general, special education including ELLs who are struggling to achieve the learning standards in English Language Arts, Mathematics, Science and Social Studies. A student becomes eligible for AIS when he/she does not meet the standards on the state assessment in English Language Arts, Mathematics, Science and Social Studies or has not met the standards on the benchmark assessments administered in September. Not meeting the standards means performing below grade expectations set the State-designated performance benchmark level 3. We also have a Title III after-school program geared specifically to address the needs of our ELLs. students.
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 current program is effective because we are meeting the needs of our ELLs in both content and language development. Our ELLs are surpassing their peers, only English students. They continue to make adequate yearly progress in English. The SIFE students are also progressing in Speaking, Listening, Reading and Writing.
12. What new programs or improvements will be considered for the upcoming school year?
Imagine Learning includes instruction in the five essential reading componetns; phonemic awareness, phonics, vocabulary, fluency and comprehension. Imagine Learnin includes assessments activities embedded throughout the courseware. Students' scores are collected and reported with two main reports: Individual Reports (two types- summary as well as detailed), and the Class Summary Report. Since performance is reported the instant a student completes an assessment activity, teachers can retrieve up-to-the minute status. the Class Summary Report allows teachers to compare student performance with the rest of the class. the class summary includes scores for both literary and language development. The individual summary report shows their placement within the courseware, their pre and post test scores. Tiered instruction applies to the level of intensity devoted to the student in order to improve instruction. Imagine Learning makes it easy to communicate with parents through regular printouts written in students' home language. Printouts itemize students' accomplishemrt with reminders to practice and review important skills. Skills are listed and references to them are translated so parents will be able to review and practice. Additionally, we will use GoMath and Ready Gen.
Additionally, we will provide home language arts (HLA) classes to students.
13. What programs/services for ELLs will be discontinued and why?
An early morning and after school program will be discontinued due to budget cuts.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are mainstreamed in all activities the school has to offer. For example, Book-oween, Gym, swimming, theater arts. Not only are they incorporated during the day but our extracurriculum activities: BOX and Title III are supplemental services offered to ELLs in our building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The materials used in the ESL program to address (but not limited to) Into English by Hampton Brown, an ESL program characterized by its resources for real communication, thematic units, grade level content, multi-level teaching strategies and special help for newcomers. It incorporates authentic literature and connects 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. The ESL teacher articulates with the classroom teacher to find out units/themes for reinforcement during Pull-out ESL sessions. The stages of language acquisition (Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency) are taken into account and the teacher uses multi-level strategies that are adapted to reach all of the stages. Additionally native language books and materials as well as technology are incorporated to enhance the English language acquisition of ELLs. The supplemental materials used in order to address the skills and instructional objectives of the ELLs are as follows:
English in Action Series (Thomson-Heinle)
Expressways (Pearson-Longman)
New Practice Readers (Phoenix Learning Group)
Ready to Go 1-4 (Pearson-Longman)
Real Life English Series (Steck-Vaughn)
Scott Foresman English Series
Getting Ready for the NYSESLAT materials
Weaving It Together: Connecting Reading and Writing Series (Thomson-Heinle)
ReadyGen
GO Math
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language use and maintenance is fully embraced, encouraged and integrated in the integrated ENL program.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required services support and resources correspond to ELLs' ages and grade levels as previously stated (Project Jump Start).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before the beginning of the school year, newly enrolled ELLs are invited to meet the school's staff and administration.
19. What language electives are offered to ELLs?
There are no language electives offered to ELLs in our school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Professional development is provided to all staff including administrators, bilingual, subject area cluster specialists, ENL, 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Grade groups meet weekly for 90 minutes of professional development that is built into the school schedule. All teachers are provided with professional development workshops on using data to drive instruction and implementing differentiated instruction in the classrooms. The classroom teachers meet once a month to reflect on their practices and plan using available data. To differentiate the support, the inquiry team formed a study group to conduct a deeper analysis of language acquisition practices and academic language development across content area. The professional development sessions focus on scaffolding language in the content areas, differentiation in the classroom for ELLs as well as specific ENL methodologies to address the proficiency levels and modalities, alignment of ENL Learning Standards with curriculum, and on how to integrate students' cultures into the curriculum areas in order to improve self-esteem. In addition, the ESL teacher will attend a series of trainings offered by ISC and Network 19.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

 4. The ongoing trainings focus on specific assessments (NYSESLAT, NYSITELL, and Periodic Assessments) for the purpose of grouping and informing/modifying instruction. Other topics such as NLA, ENL and ELA standards are also incorporated in the content of the mentioned training sessions.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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, ENL and ELA standards are also incorporated in the content of the mentioned training sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school schedules quarterly progress meeting and scheduled meeting with parents of ELLs to discuss goals of the program, language development, language proficiency assessment results and language development needs in all content areas. The meetings are led by a qualified interpreter/translator in the language the parent understands best.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

PS 125 records attendance that is kept on file in the ELL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
1. We hold orientations for parents of newly admitted English Language Learners during the academic school year. The ENL teacher speaks French, Spanish and English and is able to provide parent workshops to meet the language needs of parents. In addition, our parent coordinator is bilingual (Spanish) and can provide training in Spanish to the majority of our population that happens to be Spanish Speaking. We provide a video given by the NYC Department of Education informing and describing the different types of programs parents can select for their child. In this orientation, the parent coordinator and the ENL teacher presents expectations, state standards and general information about TBE, Dual Language and Freestanding ENL programs. In addition, the school community offers open houses, tours, and monthly meetings with parents. The goal of these gatherings is to share information in an informal manner with the intention of stimulating productive communication, parental awareness and involvement to support student achievement. There will be workshops involving parents regarding statewide educational standards and initiatives, math, literacy and helpful hints relative to parenting and building positive home and school relationships
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

- Asphalt Green Swimming School Partnership provides swimming instruction to students in grades 2-5 through their

Waterproofing

Program.

- Renaissance Accelerated Literacy, Reading Motivational Program.
- Barnard College Tutoring Program- Student Interns
- Columbia University- Power Lunche/Everybody Wins Reading Enrichment
- City Call Theatre Arts Partnerships

5. How do you evaluate the needs of the parents?
Parents' needs are evaluated through parents' surveys, evaluation sheets enlisting workshops they would like to participate in.

6. How do your parental involvement activities address the needs of the parents?
Based on the evaluation forms, parental involvement activities are planned to target the needs of parents.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **Ralph Bunche School**
Superintendent: _____

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Ralph Bunche School determines within 10 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Bangali, Spanish, French, Arabic, Japanese, Chinese, Yoruba.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Teacher meetings, curriculum nights, ELL Parent Orientation letters and meetings, annual handbooks, newsletters, calendars, after-school program information, New York State testing dates, general overview of student curriculum and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences, parent orientations, scheduled individual parent meetings, quaterly meetings, and curriculum nights

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Memos will be translated by the Department of Education Translation and Interpretation Unit via email submission. In-house staff and the ESL teacher will provide written translation when the Translation and Intepretation Unit is unable to provide translations on time.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Memos will be translated by the Department of Education Translation and Interpretation Unit by over-the-phone interpretation via the Translation and Intepretation Unit is unable to provide translations on time.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be aware of how to use translation services and the over-the-phone interpretation service by being provide with T & I Brochure, Language ID Guide, Language Palm Card and via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 125 will use parent surveys to gather feedback from parents on the quality and availability of services.