2018-19
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

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 125 The Ralph Bunche School</th>
<th>School Number (DBN):</th>
<th>05M125</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grades Served:</td>
<td>PK - 5</td>
<td></td>
<td>425 W 123rd ST</td>
</tr>
<tr>
<td>School Address:</td>
<td>New York, NY 10027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-666-6400</td>
<td>Fax:</td>
<td>212-749-1291</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Deborah Hansen</td>
<td>Email Address:</td>
<td><a href="mailto:DHansen2@schools.nyc.gov">DHansen2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Reginald Higgins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Beny Blatman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Petrushka Bazar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Beny Blatman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Aliya Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
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### District Information

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<tr>
<th>Geographical District:</th>
<th>05</th>
<th>Superintendent:</th>
<th>Danika Rux</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>425 W 123rd Street-- Room 204</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>New York, NY 10027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:DRux@schools.nyc.gov">DRux@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-769-7500</td>
<td>Fax:</td>
<td>212-769-7619</td>
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</table>

### Field Support Center (FSC)

<table>
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<tr>
<th>FSC:</th>
<th>Manhattan</th>
<th>Executive Director:</th>
<th>Yuet Chu</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>333 7th Avenue, 8th Floor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Director’s Office Address:</td>
<td>New York, NY 10001</td>
</tr>
<tr>
<td>Executive Director’s Email Address</td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
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<tr>
<td>Phone Number</td>
<td>646-470-0721</td>
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<tr>
<td>Fax</td>
<td>917-339-1765</td>
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</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reginald Higgins</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Benjy Blatman</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Petrushka Bazin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Aliya Thomas</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Brenda Fox</td>
<td>Member/ U.F.T.</td>
<td></td>
</tr>
<tr>
<td>Donna Marhold</td>
<td>Member/U.F.T.</td>
<td></td>
</tr>
<tr>
<td>Yael Leopold</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tania Ochoteco</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Caroline Bragdon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Nicole Royster</td>
<td>Member/ U.F.T.</td>
<td></td>
</tr>
<tr>
<td>Vanessa Jackson</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th><strong>Rigorous Instruction</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 125-- The Ralph Bunche School’s goal is to provide a strong career and college 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.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 125–The Ralph Bunche School is a community in which each administrator, teacher, student, parent and support staff member is expected to be an active participant in a lifelong journey of learning, and our unique PK-5 program is built on a progressive, developmental model of education. To this end, we are committed to academic excellence, the arts, the greater community, the development of a student population of social, economic, and racial diversity, and the development of each student’s physical well-being and full human potential.

As a career and college preparatory school, we believe in the importance of academic success, inclusive of a child’s emotional and social well-being; this is best achieved in a caring, student-centered environment.

In our progressive approach, we believe that education must not be a race for the accumulation of facts, but should be an enriching end in itself. We also believe that education is a joint venture among students, parents/caregivers and teachers. We see the individual child’s curiosity, abilities and learning styles as integral factors in designing, individualizing and assessing each student’s learning. We believe that the arts are an essential part of the curriculum and that it is important for students to express themselves creatively and to use their imaginations freely. We believe that the uniqueness of children is revealed in their very existence and that it is the school’s responsibility to foster their innate sense of the mystery and joy of life.

We encourage children to follow their interests, pursue problems in a way that makes sense to them and defend their conclusion by explaining their thinking a variety of ways. We understand that there are many kinds of intelligence and the traditional academic, cognitive area is one. Other important areas of intelligence are intuition, imagination, artistic creativity, physical expression and performance, sensitivity to others, and self-understanding. To neglect any of these areas is to limit students in the development of their full human potential.

We engage students with hands-on investigations, projects and design challenges across the grades and subject areas inspiring greater interest, depth and understanding. Our approach values the skills involved in formulating one’s own questions, as well as answering those of a teacher. We view mistakes and setbacks as important opportunities for both learning and assessment.

We believe each child learns best not by reliance on summative testing or passively consuming knowledge, rather that each child learns best by actively constructing their own understanding based on his or her knowledge, skills, and experience.
In the 21st Century, students are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. Students in Ralph Bunche School classrooms have their understanding of beliefs, facts, and skills deepened and reinforced by applying them to complex real-world situations.

We have a collaboration with several colleges from which we receive student teachers/interns, i.e. Columbia University Teachers College, City College of New York, and Borough of Manhattan Community College. We work closely with a number of community based organizations, i.e. Harlem Grown, West Harlem Development Corporation, The Boys and Girls Club of Harlem, Columbia University Office of Community Impact.

Teachers participate in professional development activities in a number of institutes, i.e., Columbia University Teachers College, Bank Street College, and Borough of Manhattan Community College. We also have an ongoing collaboration and instructional program through the Borough of Manhattan Community College-Kellogg Foundation Grant.

We are committed to implementing an Inquiry Based Learning Model throughout the grades. We use the Teachers College Reading and Writing approach to literacy including the use of fiction and non-fiction books, periodicals, primary sources and documents. We use Investigations in Math (K – 2) and Go Math (3 – 5). Our science Program uses a hands-on, inquiry-based approach. An inquiry-based approach is also used for instruction to meet Common Core Standards. We are beginning our work with performance-based learning and authentic assessments, as well as with the Danielson Framework toward teacher effectiveness. We will to continue growing and continuing more in depth work in this initiative.

**OUR PROGRESSIVE MODEL**

Ralph Bunche School...

**Progressive**

- Develops 21st century skills: communication, collaboration, creativity and innovation skills, critical thinking and problem solving skills, information and communications technology literacy, contextual learning skills, information and media literacy skills
- Respect the uniqueness of each child and their individual learning strengths
- Supports four critical development areas: physical well-being and development, social and emotional development, approaches to learning (e.g., curiosity, persistence, attentiveness, reflection, interpretation, imagination, invention) and language development and communication skills and cognition and general knowledge
- Prepare students as agents of positive social change
- Believe that children learn best through play
- Respect that children have choice

**Rigorous Academics**

- Engaging, complex and focused on learning outcomes
- Develops conceptual understanding and procedural skill set through creative challenges
- Fosters meaningful problem finding and problem solving
- Encourages inquiry and understanding through hands-on approach and project-based tasks

Community of Teachers

- Maintains content competence—reading, writing, speaking and listening, mathematics, science, technology, social studies
- Collaborates closely with parents/caregivers to further each child’s intellectual growth and well-being
- Works together to create and share best practices around our deep knowledge of children and how they learn best
- Conducts on-going professional development with Teachers College, Borough of Manhattan Community College, Bank Street College, and others

Learning Environment

- Support each child’s academic, social and emotional growth in a balanced learning environment
- Enable close student-teacher relationships, individualized instruction and strong student communities in small classes
- Provides strong enrichment programs—visual arts, performing, music, second language acquisition, physical education, urban agricultural studies, food nutrition and wellness
- Utilizes outdoor spaces for learning, building, gardening, exploring, play

Equity and Equality Program

- Enables children to respond compassionately and to see themselves as agents of change
- Conducts intellectual and academic investigation of local and world issues
- Builds across the grades, fostering awareness, citizenship and activism
- Increase awareness of personal and group perspectives and the range of potential solutions to any problem

Ralph Bunche School Students...

Think Creatively

- Explore, take intellectual risks and think divergently
- Know how to learn from their experiences and a myriad of sources
- Apply a variety of learned techniques for effective problem solving
- Balance determination, perseverance and flexibility to strengthen resilience
- Understand constructive dissent as a way to question the status quo
- Recognize their unique learning strengths

Actively Engaged

- Solving problems or creating solutions
- Developing questioning, research and communication skills
- Collaborating within and beyond the classroom
- Tackling real-world questions, issues and controversies
- Participating in the public creation and improvement of ideas and knowledge
- Developing deep understanding of content knowledge

Learn Deeply
- Engage as inquisitive, thoughtful, active learners
- Possess broad skills for the design, collection, analysis and application of quantitative and qualitative research
- Think critically to connect and interpret complex information
- Develop technological competency
- Learn equally from failures, setbacks, mistakes, wonderings and successes
- Find intrinsic satisfaction through development and mastery of essential academic competencies

Act Compassionately

- Learn to make thoughtful, informed decisions both individually and collaboratively
- Embrace diversity and inclusiveness
- Have a developed responsibility to work for what they believe is important
- Act with agency
- Use empathy to understand a variety of perspectives
- Remain alert to opportunities to build greater equity and justice throughout their lives

Live Fully

- Act boldly and fearlessly
- Aim to do their best
- Seek opportunities to help and give back
- Advocate for themselves and others
- Thrive as community members and leaders
- Enjoy thinking, creating, learning and innovating in all aspects of their lives

Our ELA instructional program is supported and strengthened by the partnerships with the following community organizations / agencies that help promote this philosophy:

- Read Ahead - Volunteer Mentor Reading Program
- Behind The Book - Classroom Author Visits
- America Scores - Student Poetry
- Cool Boys Read - Mentoring Male Students
- Sister Circle - Mentoring Female Students
- America Reads - Support for at risk readers
- Young Audiences of NY - Story Telling, Opera
- Young Storytellers - Creative writing

In addition to our rigorous academic programs, P.S. 125—The Ralph Bunche School distinguishes itself by its commitment to developing the character and cultural awareness of each student. Character and cultural education is supported by our community partnerships with the following agencies:

- The Little Orchestra Society - Music Education K-2
- Doing Art Together - (STEAM)
- Cool Culture - Sponsored Museum Visits for Students and Families
- Peace by Peace - Conflict Resolution / Social Emotional Support for Students
- Emotionally Responsive Practice - Social Emotional Support for Students
- Studio In The School - Art Education for Pre-K and Kindergarten Students
- NYC Ballet - Dance Education and Story Writing
P.S. 125—The Ralph Bunche School nurtures and develops each students’ physical development through our Health and Physical Education program which is supported by the following community partnerships:

- Asphalt Green - Student on-site Swimming Classes
- Nutrition Live Healthy - Student and Family Nutrition/Cooking Classes
- Harlem Grown - Exposing Students and Families to Farming and Agriculture

3. Describe any special student populations and what their specific needs are.

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. The school serves diverse learners including English Language Learners, Students with Disabilities and Students in Temporary Housing.

Who are English Language Learners (ENLs)?

ENLs are students who speak a language other than English at home and testing indicates these students have some limitations in their English language abilities.

How are ENLs identified?

All incoming families to the school are required to complete a Home Language Survey as part of their registration process. If it is indicated that a language other than English is spoken at home, a qualified staff member will conduct an informal interview in English and in the family’s native language to decide if a formal English assessment should be administered. The results of the assessment determine if the student is entitled to receive English as a New Language (ENL) services and will determine the level of English language support. The results will also help teachers plan the best program for the student based on his or her strengths and needs in listening, speaking, reading, and writing in English.

What are the English proficiency levels and what do they mean?

New York State identifies English Language Learners at five levels of proficiency:

- Entering (Beginner)-- The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- Emerging (low Intermediate) --The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
- Transitioning (high Intermediate) --The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English proficiency in a variety of academic contexts within this grade level.
- Expanding (Advanced)--The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
• Commanding (Proficient)--The student has attained a near-native level of proficiency in academic language skills and demonstrates proficiency in a variety of academic contexts within the grade level

How often are ENL students serviced?

Students are provided with English language services based on their proficiency levels. A combination of Integrated ENL (Co-teaching) and Stand-Alone ENL programs are utilized depending on a student’s English proficiency.

• Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds.
• Stand-alone ENL: Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas.

Who receives Special Class Services?

Special Class Services are designed for students requiring specialized/specially designed instruction that cannot be met in the general education classroom with supplementary aids and services. Students are grouped for special class services based upon the similarity of educational needs. Classes may be composed of students with the same disability or with different disabilities but with similar education needs.

Special Class Staffing Ratio 12:1:1

• no more than twelve (12) students per class
• one full-time special education teacher
• one full-time paraprofessional Serves students whose academic and/or behavioral management needs interfere with the instructional process, to the extent that additional adult support is needed to engage in learning and who require specialized/specially designed instruction which can best be accomplished in a self-contained setting.

Who receives Related Services?

Related Services Based upon a student’s needs and the extent to which those needs affect educational performance, the IEP Team may recommend that related services be provided. Related Services are defined as "developmental, corrective and other support services" required to assist a student with a disability to benefit from instruction. They are intended to assist the student in meeting the objectives of his or her instructional program, to be involved in the general education curriculum, to experience success in his or her classroom setting and to be educated with nondisabled peers. When Related Services are provided to students whose primary program is general education they are considered a supplementary aid and service.

Related Services may also be a support for students in special classes. Related Services may include counseling; hearing education services; occupational therapy (OT); orientation and mobility services; physical therapy (PT); school health services; speech/language therapy; vision education services and other support services. Each related service is described in detail on the following pages.

Who receives Special Education Teacher Support Services?
Special Education Teacher Support Services combines the services of Consultant Teacher and Resource Room and provides:

- Specially designed and/or supplemental instruction to support the participation of the student with a disability in the general education classroom.
- Consultation to the student's general education teacher. These services are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. They may be provided within the general education classroom or in a separate location.

The Special Education Teacher Support Services provided may be all direct, or a combination of direct and indirect. The student's IEP must indicate the amount of time the student will receive Special Education Teacher Support Services, the distribution of the time between direct and indirect services and the location of services (i.e. the general education classroom or a separate location). Group size for the provision of Special Education Teacher Support Services provided in the general education classroom or in a separate location may not exceed a maximum of eight students.

Who are Students in Temporary Housing?

Children living in the following situations are considered homeless for the purposes of education rights under the McKinney-Vento Act:

- In a shelter, transitional shelter, motel, campground, abandoned in a hospital, or awaiting foster care placement.
- In a car, park, public place, bus, train or abandoned building.
- Doubled up with friends or relatives because you cannot find or afford housing.

4. Identify 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.

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 most progress made over the last year was the strengthening of parents and families that have historically lived in the community and those that are new to the school and West Harlem community. Parents bring a wealth of information to a school based on their experiences. For example, the “traditional stakeholders” understand the challenges of living in West Harlem, public housing and raising a family in an economically challenged environment. On the other hand, the “new stakeholders” have advanced degrees, and are raising children in an economically stable environment. Individual teachers and different parent groups, of course, have their own particular areas of knowledge, but a group of teacher and parent leaders can supply the variety of professional knowledge needed for sustained school improvement. Given these factors, P.S. 125’s school improvement depended more than ever on the active involvement of all teachers and all parent leaders from traditional and new stakeholders.

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.

The focus for this year is the continued implementation of the school’s progressive approach to teaching and learning. This work will be supported by the faculty of BMCC.

Source: http://www.bmcc.cuny.edu/news/news.jsp?id=13300

BMCC received a grant through the Kellogg Foundation that will help support the vision of the P.S. 125 teachers and administration to become “a progressive, pre-K to fifth-grade school using a child-centered, best practices curriculum.

The Kellogg-funded project, “will provide hands-on training for BMCC Teacher Education students, who will do site visits, observe classrooms and as part of their final semester fieldwork complete an action research project in the classroom in which they have been interning” Garte says. “To support the school’s ongoing efforts and ensure that the most effective child centered practices characterize curriculum and instruction throughout PS 125, the faculty in BMCCs teacher education department will provide a three year professional development program for the teachers at PS 125. The program is being developed in collaboration with the school’s administration and model teachers and will include workshops, coaching and curriculum development support.”
School Demographics and Accountability Snapshot for 05M125

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<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
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<tr>
<td>0K,01,02,03,04,05</td>
<td>297</td>
<td>No</td>
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<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<tr>
<td># Special Classes (ELA)</td>
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<td># Special Classes (Math)</td>
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<th>Types and Number of Special Classes (2018-19)</th>
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<td># Visual Arts</td>
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<thead>
<tr>
<th>Language</th>
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<thead>
<tr>
<th>School Configuration (2017-18)</th>
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<td>% Title I Population</td>
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<tr>
<td>% Black or African American</td>
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<th>Racial/Ethnic Origin (2017-18)</th>
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<tr>
<td>% American Indian or Alaska Native</td>
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<tr>
<td>% Hispanic or Latino</td>
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<tr>
<td>% White</td>
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<tr>
<td>Years Principal Assigned to School (2018-19)</td>
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<tr>
<td># of Assistant Principals (2016-17)</td>
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<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
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<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
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<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
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<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
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<table>
<thead>
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<th>Student Performance for High Schools (2016-17)</th>
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<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Global History Performance at levels 3 &amp; 4</td>
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<td>4 Year Graduation Rate</td>
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<td>Reward</td>
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<td>In Good Standing</td>
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<td>Focus District</td>
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<td>Priority School</td>
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Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School

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<tr>
<th>American Indian or Alaska Native</th>
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<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
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### Mathematics (2016-17)

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<tbody>
<tr>
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<td>Multi-Racial</td>
<td>N/A</td>
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<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
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</table>

### Science (2016-17)

<table>
<thead>
<tr>
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<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
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</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The School Leadership Team looked at the data-results on summative assessments; New York State Mathematics Assessment for Grades 3 – 5, results of the New York City Mathematics Performance Tasks and reviewed findings of the school’s Teacher Teams. We determined that, while our school is showing both general performance and individual student progress worthy of an excellent rating, we need to ensure sustainability of school performance and student growth and need to ensure the progress of a (small) percentage of students who are not meeting the standards and/or not showing sufficient gains. Students, individually, and collectively struggle with grappling mathematical ideas and relationships as evidenced by their performance on the constructed response questions.

Areas for Growth

- **5NF.B.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- **4OA.A.2 Use the four operations with whole numbers to solve problems.** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- **4OA.A.3 Use the four operations with whole numbers to solve problems.** Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- **3OA.A.2 Represent and solve problems involving multiplication and division.** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
- **3OA.A.3 Represent and solve problems involving multiplication and division.** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **3OA.D.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic.** Solve two-step word problems using the four operations. Represent these problems using equations with a
Indicate your school’s 2018-19 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 2019 70% of (3rd - 5th grade) students will show at least one year’s growth on the Performance Series in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content areas and everyday life.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td>Teachers and Support Staff</td>
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</tbody>
</table>

At the onset of the school year and throughout the year, all teachers will continue toward full compliance with Teacher Team Work in order to review data, monitor progress of students and plan instruction and intervention. Provide workshops to familiarize parents with data reports on the school and on their children and with Core Curriculum/Standards, as well as with ways in which they can enhance their ability to serve as teaching partners. We will work collaboratively with BMCC/Kellogg Foundation Grant staff.

Identify students in need of support, including students with special needs, early grades, ENLs, reluctant learners and provide appropriate instruction and services in the classrooms and through special programs and best practices, i.e. integrated learning, inquiry and project-based activities, early intervention from (IXL and i-Ready) and push-in and pull-out support.

Parents will be engaged in activities that familiarize them with accessing data on their children and the school.
<table>
<thead>
<tr>
<th>Workshops will be provided to familiarize parents with the curriculum and with strategies for supporting their children at home. Opportunities will be provided for parents to meet with staff in order to have input and collaboratively plan for success.</th>
<th>Teachers, Students, Parents</th>
<th>Sept. '18-June '19</th>
<th>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, Instructional Team, BMCC Faculty</th>
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<tr>
<td>Teachers will engage in lesson study within grade and across the grade with a focus on inquiry based learning. Students will have a voice in the development of studies. Continual Parent Workshops to keep families up to date with student progress. Experts will be invited to provide PD for teachers and support staff.</td>
<td>Teachers, Students, Parents</td>
<td>Sept. '18-June '19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, Instructional Team, BMCC Faculty</td>
</tr>
<tr>
<td>Professional-learning studies focused on conceptual understanding, math discourse, mathematical big ideas, math practices and making thinking visible in math.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18-June '19</td>
<td>BMCC Faculty and Coach</td>
</tr>
<tr>
<td>Implementation of Investigations Math curriculum.</td>
<td>K - 2 Teachers and Support Staff</td>
<td>Sept. '18-June '19</td>
<td>BMCC Faculty and Coach, Math Consultants</td>
</tr>
<tr>
<td>Vertical and horizontal alignment of math units and resources in order to (1) organize and purposefully revise and monitor units and lessons to facilitate learning, (2) eliminate academic gaps and needless repetitions, and (3) align curricula across lessons, courses, subject areas, and grade levels.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18-June '19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, BMCC Faculty</td>
</tr>
<tr>
<td>Collection and analysis of student work to improve professional understanding among staff of the skills required of the common core shifts in student work, and next steps for teaching and learning.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18-June '19</td>
<td>Principal, Coach</td>
</tr>
<tr>
<td>Provide ongoing weekly professional development to provide meaningful opportunities for staff to collaboratively review curricula,</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18-June '19</td>
<td>Principal, PD Team, Coach, BMCC Faculty</td>
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</table>
student work and student performance data, in order to refine the curricula and assessments over time.

Unpacking standards and creating quality learning objectives to drive teaching and learning; Creating higher-order tasks with rubrics to define expectations for quality student work; Student engaged assessment practices Techniques for effective questioning and discussion UDL and differentiated small group instruction to target problem solving.

| Teachers and Support Staff | Sept. '18-June '19 | Principal, Coach, BMCC Faculty |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be engaged in activities that familiarize them with accessing data on their children and the school i.e. New York Schools Account. Workshops will be provided to familiarize parents with the curriculum and with strategies for supporting their children at home. Opportunities will be provided for parents to meet with staff in order to have input and collaboratively plan for success.

- September 2018 (Open House)
- November 2018 (Open School)
- March 2019 (Open School)
- May 2019 (Open School)

Oversight:

- Principal
- Coach
- Parent Coordinator
- Lead Teachers
- BMCC Faculty
- PA Executive Board Members

### 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.

Lead Teachers, Academic Intervention Teacher, Teacher Mentor, Outside Collaborators, i.e. BMCC/Kellogg Foundation Grant Faculty. Ensure that all classrooms will be equipped with laptop computer and programs for accessing data. Effectively identify students in need of academic intervention and provide said intervention through scheduling an
intervention period, push-in/pull-out, team and early intervention i.e (IXL and i-Ready), paraprofessionals and reduced ratio of student to teachers.

**Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.**

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<th></th>
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<th>Title I TA</th>
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**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.

Through professional development and Inquiry Team work, consultation with the UFT Chapter Leader and Committee, Instructional Team, PD Team, MOSL Committee and Coach, Lead Teachers, grade teams and formal and informal meetings with teachers, we will plan professional development which supports the faculty in accessing and using data, including results on the NYS Math Assessment, i-Ready, IXL, and Performance Series and student work samples and observation of classroom performance, which gives teachers the opportunity to inform decisions regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities by January 2018 and in personal, professional growth, as well as in the refinement of general teaching practices aligned with implementation of Core Curriculum/Standards.

By January 2019 50% of (3rd - 5th grade) students will show at least one year’s growth on the Performance Series in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content areas and everyday life.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- i-Ready
- IXL
- Performance Series
- (Formative assessment tools including but not limited to E-Cam, Go Math Unit Tasks, Investigations Tasks)

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Based on the data from the 2017-2018 NYC School Survey, 85% of teachers responded that a lot or all of the adults at their school help students develop the skills they need to complete challenging coursework despite obstacles. (Q20a) P.S. 125—The Ralph Bunche School believes that when students’ social and emotional states are in balance they will demonstrate an improvement of their academic performance. We want a school community where students are feeling nurtured and experience high levels of self-esteem and educators demonstrate compassionate corrective interventions. The academic and emotional needs of our students and our families are an ongoing challenge and our mental health supporters provide consistent support that enables many of our students to develop strategies to cope with the stress that accompany many of their lives.

Sixty-eight percent of our students come from families that live below the poverty line. We recognize that establishing and maintaining a safe, collaborative, positive school community — from classrooms to the playground — is the foundational quality to teaching and learning. Bank Street College’s Emotionally Responsive Practice Curriculum is the approach we use to consistently align social, emotional and academic learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of staff will participate in professional development in emotionally responsive techniques. Working with Bankstreet College the school will implement an emotionally responsive approach in order to create a school environment in which staff, children and their families recognize consistent expectations and protocols for problem solving that will allow them to feel safe and supported in their classrooms, with their peers, and with all staff in the school.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Teachers and Support Staff | Sept. ’18-June ’19 | Principal, Social Emotional Team, Guidance Counselor, Crisis Response Team, Parent Coordinator |
| Staff will attend training for the school wide social-emotional plan conducted by Bank Street College. | | | |
| Introductory 3-session Professional Development series on ERP for Teachers, so that teachers new to the PS 125 community, and 3rd grade teachers, can join the rest of the lower grade classrooms in this approach to social and emotional learning. | Teachers and Support Staff | Sept. ’18-June ’19 | Principal, Guidance Counselor, Lead Teachers |
| Staff will provide workshops for parents on emotionally responsive practice one in the fall 2017 and one in the spring 2018. | Parents | Sept. ’18-June ’19 | Principal, Guidance Counselor, Parent Coordinator |
| Particular children with their families will be engaged in implementing the bears curriculum. | Students | Sept. ’18-June ’19 | Principal, Social Emotional Team, Guidance Counselor |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Staff will provide workshops for parents on emotionally responsive practice one in the fall 2017 and one in the spring 2018.

- September 2018 (Open House)  
- November 2018 (Open School)  
- March 2019 (Open School)  
- May 2019 (Open School)

Oversight:

- Principal  
- Guidance Counselor  
- Parent Coordinator
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.

Alternate week Classroom Coaching on ERP for Pre-K through 3rd grade classrooms. (16 half day sessions)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, there will be a 10% decrease of incidents for the same time period in OORS for February.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- OORS reports

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Based on the data from the 2017-018 NYC School Survey, 85% of teachers agreed or strongly agreed that, at their school, teachers design instructional programs (e.g. lessons, units) together. (Q8a)

We will implement two student influenced/teacher guided inquiry-based units of study as a means of supporting the collaborative environment of the school and classrooms. There will be continued professional development for teachers to create multiple entry points on all levels for our students (differentiation of instruction). Further engagement of students will give them multiple opportunities to help develop and create the units of study. We will discuss the CCLS with students, and through the inquiry-based units of study engage the students in making choices, thus nurturing independence from the early grades.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 100% of all classrooms will reflect inquiry-based, project-oriented and differentiated instruction, in accordance with assessed needs, abilities/strengths and interests and in accordance with Common Core Curriculum. Students will collaboratively produce at least 2 projects per study that will have evidence of research, via use of technology and primary resources, interdisciplinary learning, and will include a medium of art and oral performance as measured by the 2018 NYC School Survey where teachers agreed or strongly agreed that, at their school, teachers design instructional programs (e.g. lessons, units) together.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the onset of the school year, teachers will conduct assessment and planning for differentiation. Inquiry-based, project-oriented activities and differentiated instruction will commence at the onset of the school year and continue throughout the year. Activities will reflect strengths, interests and needs of students. Students will be engaged in organized activities for student leadership. Student “Teams” will have input on decisions regarding instructional programs, goal-setting, school environment and nutrition and which will serve to help students make connections and engage in problem-solving and life-related/authentic learning.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18 - June '19</td>
<td>Principal, Lead Teachers, Coach, BMCC Faculty</td>
</tr>
<tr>
<td>Lesson Study across grades and within grade. Collaborative inter-grade and across grade planning time with experts i.e. Lead Teachers, Enrichment Consultants, BMCC Faculty.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18 - June '19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, Instructional Team, BMCC Faculty</td>
</tr>
<tr>
<td>Teachers meet monthly in inquiry teams to analyze data, determine growth areas, create and implement actions plans that impact student growth.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18 - June '19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, Instructional Team, BMCC Faculty</td>
</tr>
<tr>
<td>Lead Teachers, coaches and faculty will visit classrooms regularly to monitor success in differentiated instruction and provide feedback. By October of 2018 The School Leadership Team, Parent Advisory Committees and Teacher Teams will review the strengths, successes and needs of our students and of our school and make informed decisions regarding programs and materials that engage students in rich, project and collaborative process-oriented curriculum and develop student-centered, interactive learning environments which stimulate inquiry, understanding and student ownership. Teacher groups, Administration and Mentors will use assessments to evaluate the effectiveness of programs, strategies and activities.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18 - June '19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, Instructional Team, BMCC Faculty</td>
</tr>
<tr>
<td>Learning Partners Program will support the development of inquiry teams that will be grade and subject specific to develop capacity for this work.</td>
<td>Teachers and Support Staff</td>
<td>Sept. '18 - June '19</td>
<td>Principal, Lead Teachers</td>
</tr>
</tbody>
</table>
A systemized structure of rotating Monday PD cycles around project-based learning.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Lead Teachers lead parent workshops, opportunities for parents to observe teachers during the school day, parent outreach via Parent Coordinator and CBOs. Coffee Time meetings with the principal for parents to address their concerns. Survey and invite parents to support studies via mini workshops i.e. from compost to the garden. Parent field trips with Parent Coordinator, Parent Coordinator Workshops based on survey and parental interest geared specifically towards developing a shared understanding of project based learning. A teacher will be selected to serve as the liaison with parents during PA meetings.

- September 2018 (Open House)
- November 2018 (Open School)
- March 2019 (Open School)
- May 2019 (Open School)

**Oversight:**

- Principal
- Lead Teachers
- Parent Coordinator
- PA Executive Board Members
- BMCC Faculty

### 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.

Professional activities to include study groups, inter-visitations, lesson study and consultations and collaborations with specialists and institutions will be provided. Scheduling will support these activities and the students’ work toward achieving performance goals.

**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 | ] | 21st Century Grant || SIG | 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.

Teacher planning of in-depth studies, learning goals, student activities and assessment will reflect the professional development that has been on-going all school year. Students will produce research projects based on their interest and which will reflect differentiation. Topics covered within the studies will be aligned to the Standards while incorporating student input. By January 2019, classrooms will be embarking on their second in-depth study. The activities and learning goals will reflect differentiation and student input. Students will be able to articulate the learning goals of their particular study. Planning will reflect grade goals, sharing of resources and best practices. This will be accomplished through common planning time and professional development that will be built into the school day and during professional development time.

By January 2019, 60% of all classrooms will reflect inquiry-based, project-oriented and differentiated instruction, in accordance with assessed needs, abilities/strengths and interests and in accordance with Common Core Curriculum as measured by feedback generated from ADVANCE observation reports.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- ADVANCE

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the data from the 2017-2018 NYC School Survey, 92% of teachers agreed or strongly agreed that at their school it is clear how all of the programs offered are connected to their school's instructional vision. (Q8f)

In order to build trust and lead by example the principal will engage in professional development alongside teachers to develop his leadership capacity. Professional development will be structured with input from the different committees within the school. The principal will conduct classroom observations and engage in immediate feedback using the Framework of Teaching as the common language of these conversations. The principal will also support the teachers by allowing for flexible scheduling to facilitate grade planning and professional development. The principal will adhere to an observation schedule in order to provide follow-up support to all teachers.

The cultivation of leadership in other is one of the five key practices of an effective school principal. As a result, the principal will enhance his leadership capacity by developing distributive leadership structures.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
</table>

By June 2019, 100% of teachers at their end of the year evaluation will be able to discuss their professional growth and to discuss their next steps for continued professional growth. Teachers who were developing and effective, with the support of mentors and administration will move up to highly effective and effective. The evidence of growth will be measured through teacher observations based on the Danielson Framework. Developing teachers will reach effective/highly effective and effective teachers will reach highly effective.
## 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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<tbody>
<tr>
<td>Teachers</td>
<td>Sept. ’18-June ’19</td>
<td>Principal</td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>All professional development and planning opportunities will be inclusive of teachers of ENLs and SWD population. Additional support will be reduced class size and the intentional hiring of highly qualified teachers. Support through consultants, universities and institutes will address the needs of the ENL and SWD population. Intervisitations will be inclusive of standalone ENL, Bilingual, Integrated Co-teaching classes.</td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. ’18-June ’19</td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers and Support Staff</td>
<td>Sept. ’18-June ’19</td>
<td>Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, PROSE Team, Instructional Team, BMCC Faculty</td>
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<td>Principal</td>
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</tbody>
</table>
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.

The principal will receive professional development and attend inter-visitations.

- Adult Development and Teaching Leadership
- Improving Literacy and Critical Thinking Skills
- Creating and Supporting Sustainable Partnerships
- Meeting the needs of Diverse Learners

| Principal | Sept. '18-June '19 | Principal, Lead Teachers, Coach, Data Specialist, MOSL Team, PD Team, PROSE Team, Instructional Team, BMCC Faculty |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Principal, Teachers, the Parent Coordinator and PA leaders will conduct surveys to gain input from families, and they will work with agencies, CBO’s to plan workshops and other activities for parents throughout the school year, including on how families can support their children. Numerous activities will be planned throughout the year in which parents and students work together in the classroom and outside of the classroom, i.e. learning celebrations and occasions.

There will be Parent Orientations across grades and multiple opportunities for parents to visit and observe classrooms. There will be flexible scheduling to support Parent Teacher Conferences. Translation services for families will be provided.

Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PA 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 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.
• September 2018 (Open House)
• November 2018 (Open School)
• March 2019 (Open School)
• May 2019 (Open School)

Oversight:

• Principal
• Lead Teachers
• Parent Coordinator
• PA Executive Board Members
• BMCC Faculty

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.

We will provide additional staff to reduce the ratio of students to teacher, materials and resources to support professional development and collaborative planning time for teachers, and the use of Advance to inform ongoing conversations with teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
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<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019 at least 50% of classroom observations will be completed in ADVANCE.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

• ADVANCE

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Presently, P.S. 125—The Ralph Bunche School, in Harlem, is the #1 elementary school in District 5 based on 2016 – 2017 NYS test scores in ELA and math; we continue to show growth even though many of our higher level performing students are being recruited by local charter schools. While this makes it easier for us to work and act as a family, there are some challenges. Since school funding is almost wholly based upon student population, we receive less money when our student enrollment declines. In turn, there are fewer funds to enhance students’ education and experiences. The most noticeable effect of a smaller budget is that we have fewer resources. Therefore, integrating new families into our school allows the school to offer a well-rounded education for all students.

At P.S. 125—The Ralph Bunche School we are piloting a progressive, early childhood program with the intention of becoming a PK – 5 progressive school by 2020. We are focused on working with all family members to plan intentional activities that promote building bridges across racial, social and economic lines.

In arriving at this point, we have visited independent progressive schools in NYC, where strong students are challenged and more dependent students get the extra support they need to be successful via learning specialists on staff and outside, private tutors.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, an average of 25% of the families that reside in Grant Houses at P.S. 125—The Ralph Bunche School will participate in school-wide events as measured by analyzing attendance sheets collected at each event.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple opportunities during the school year for parents to visit classroom, participate in celebrations and attend performances.</td>
<td>Parents</td>
<td>Sept. '18-June '19</td>
<td>Principal, Parent Coordinator, PA and SLT</td>
</tr>
<tr>
<td>All orientations and meetings will be presented in English and Native Language (Spanish). There will be individual outreach for families who can not attend. All handout and notices regarding services will be provided in the parents’ home language in hard copy.</td>
<td>Parents</td>
<td>Sept. '18-June '19</td>
<td>Principal, Parent Coordinator, PA and SLT</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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.

Strategies to increase parent involvement and engagement:

- 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 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.

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 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.
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.

Community Based Organizations:
- Harlem Grown
- Read Ahead
- Boys and Girls Club of Harlem
- Little Orchestra Society
- Young Audiences of NY
- America Scores
- Doing Art Together
- Asphalt Green
- Police Athletic League
- Gospel for Pre-Teens
- Nutrition/Live Healthy
- NYC Thrive
- Young Storytellers

DOE Mandated Parent/Caregiver meetings:
- September 2018 (Open House)
- November 2018 (Open School)
- March 2019 (Open School)
- May 2019 (Open School)

Oversight:
- Principal
- Lead Teachers
- Parent Coordinator
- PA Executive Board Members

**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.

Activities that take places outside of school hours 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.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### 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 January 2019 parent involvement of families that live in Grant Houses would have been invited to at least two school events and have had at least one outreach by the child’s teacher as evidenced by sign in sheets from Open School Night events.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- School Events Sign-in Sheets

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All students including students with disabilities and ELLs who scored below the state designated performance level on one or more of the state elementary assessments in ELA or Math. Students who score below the median scale score between level 2 and level 3 are preliminarily eligible for AIS. Then, using additional assessments, the school may make local determinations about which students will most benefit from AIS. The school must apply the same assessment uniformly across any given grade.</td>
<td>FUNDATIONS Phonics and Phonemic Awareness Grades K, 1, and 2. ELA/Reading strategies and skills</td>
<td>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.</td>
<td>During the school day, and before or after school programs.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All students including students with disabilities and ELLs who scored below the state designated performance level on one or more of the state elementary assessments in ELA or Math. Students who score below the</td>
<td>Go Math, Investigations, and IXL</td>
<td>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</td>
<td>During the school day, and before or after school programs.</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td><strong>K - 5 students performing at Level 2 in science.</strong> Then, using additional assessments, the school may make local determinations about which students will most benefit from AIS. The school must apply the same assessment uniformly across any given grade. Extra time will be devoted to content instruction. Frequency based on identified needs. Classroom Computers will be used for informational purposes by students. 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 SETTS teacher will assist students with IEPs in meeting the proficiency levels.</td>
<td>During school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>K - 5 students performing at Level 2 in social studies.</strong> Then, using additional assessments, the school may make local determinations about which students will most benefit from AIS. The school must apply the same assessment uniformly across any given grade. Extra time will be devoted to content instruction. Frequency based on identified needs. Classroom Computers will be used for informational purposes by students. 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 SETTS teacher will assist students with IEPs in meeting the proficiency levels.</td>
<td>During school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong> <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>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 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.</td>
<td><strong>Counseling programs. Evaluation by psychologist.</strong></td>
<td><strong>One to One Small Group</strong></td>
<td><strong>During school day</strong></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.
   - Make the new student a file that includes things to send home to parents (i.e., school rules, classroom rules, lunchroom rules, class schedule, and a list of special classes).
   - Provide well-defined transition procedures from one activity to another.
   - Plan ahead whenever possible, inform students ahead of time about substitute teachers and changes in activities. This will foster a sense of safety and security.
   - Coordinate any educational plan with the school counselor.
   - Expect and unobtrusively monitor regressions.
   - Offer encouragement and understanding and recognize the child’s talents and accomplishments. Give students the opportunity to see some of their experiences as positive (e.g., places they have traveled).
   - Allow personal possessions and keep in mind that any possession may be the child’s only one.
   - Give choices when appropriate to counter the loss of control experienced in their lives.
   - Don’t penalize students who are homeless for being late before finding out if they have reliable transportation and an alarm clock.
   - Assign projects that can be broken into small components to ensure students have at least some success. The experience of mastery is critical to their self-image.
   - Maintain the child’s privacy and discuss homework situations away from other classmates. Give the student a clipboard to take home as a portable desk to work on.
   - Avoid TV assignments (students living in shelters may not be able to make the channel choices for their group).
   - Show sensitivity when asking children to bring food, photographs, favorite toys, or other items from home. Children who are homeless are often embarrassed to admit that they do not have these things. Avoid taking away recess/gym class as a disciplinary consequence. (This may be the only time students who are homeless have space to run.) Children are often without an adequate play area at shelters or in the streets.
   - Don’t assume younger students know how to play. They may have to be taught how to do so.
   - Help the child participate in field trips, school activities, and class projects through understanding of her/his living environment and access to resources. Arrange school picture fees so children who are homeless may have pictures too.
   - Ensure that children in homeless situations have easy access to assistance in case of personal difficulties (i.e., counselors). Allow students to express fears and frustrations and allow opportunities to do so in other ways in addition to verbalizing (i.e., drawing). Help children find positive outlets for anger.
   - Help children take an active role in their life. A sense of empowerment is critical to overcoming helplessness (i.e., make child a helper in class, have the child tutor a younger child, promote activities they are good at).
- Offer parent suggestions for spending time with their children, helping with school work, etc.


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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| 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.

- 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 and veteran 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.
- Teacher retention will be addressed by implementing an in-house teacher mentoring program for all teachers, acknowledging teacher pedagogical successes with monthly celebrations and recognition of a teacher of the month.

2b. High Quality and Ongoing Professional Development

2018-19 CEP
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).

**Teachers [Refer to Section 5c Collaborative 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 2018-2019 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** [Refer to Section 5d Effective School Leadership]

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.

| N/A |

#### 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).

| N/A |

### 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.

The Pre-K teachers and parents will be provided with the opportunity to review and discuss the K curriculum and Common Core standards with the K teachers in an April 2019 informational meeting.

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.
Teachers meet by teams with administration. Along with the data specialist. The teachers will unpack the data through item skill analysis.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place an (X) in Column B below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$120,596.00</td>
<td>X</td>
<td>Section 5A Part B, Section 5B Part B, Section 5C Part B, Section 5D Part B, Section 5E Part B</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$54,760.00</td>
<td>X</td>
<td>Section 5A Part B, Section 5B Part B, Section 5C Part B, Section 5D Part B, Section 5E Part B</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,639,615.00</td>
<td>X</td>
<td>Section 5A Part B, Section 5B Part B, Section 5C Part B, Section 5D Part B, Section 5E Part B</td>
</tr>
</tbody>
</table>

1. **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool
to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>P.S.125 - The Ralph Bunche School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 125—The Ralph Bunche School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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; |
Parental Involvement and School Quality

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., ESSA/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 ESSA;
- 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;
Encouraging School-Level Parental Involvement

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)

P.S. 125 — The Ralph Bunche School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Elementary and Secondary (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
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</thead>
</table>

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Manhattan</td>
<td>125</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Reginald Higgins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>type here</td>
</tr>
<tr>
<td>Coach</td>
<td>Joel Rivera</td>
</tr>
<tr>
<td>Coach</td>
<td>Alexa Valle</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Valerie Henry</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Mireille Samson</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Griselda Hernandez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Donna Marhold</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Alice Cohen</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Danika Rux</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Mary Norwood, Field Support</td>
</tr>
</tbody>
</table>

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 not 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 not 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) | 341 |
| Total number of ELLs | 6 |
| ELLs as share of total student population (%) | 1.76% |

2018-19 CEP
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<td>0</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part II: ELL Demographics

Part III: Assessment Analysis

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The curriculum-embedded assessments that are being used at PS 125 are the Teacher’s College Reading and Writing Programs (TCWP). Teachers assess the early literacy skills of our ELLs by administering various assessments such as high frequency words, letter/sound identification and running records. Spelling inventories, comprehension tasks, critical thinking and on-demand writing samples tasks are also provided to the ELLs. Once the teachers obtain the results of the formative assessments, they create differentiated and appropriate instructional plans for all students, including ELLs. Our lesson plans follow the formats of UDL, including language objectives. Additionally, we use Fountas and Pinell with Baseline and Running Records assessments.

2. What structures do you have in place to support this effort?
Teachers participate in cyclical data talks with the school administration. Additionally, they provide differentiated, targeted instruction to address the students' areas of need or difficulties. The ENL teacher and monolingual teachers collaborate to plan for instruction for all students on a weekly basis. When unable to meet, teachers email their lesson plans in advance to the ENL teacher so she can adapt them and provide ENL strategies to reach the various learning modalities.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

The Ralph Bunche uses the summative assessments or baseline/benchmark, NYC performance Tasks, Performance Series and ELL Periodic Assessment, NYSESLAT, ELA and math to evaluate the success of our programs for ELLs. Areas of need and students' progress are measured based on the results of these assessments. The data is utilized to inform planning and instruction. It further allows us to address the students' needs with differentiated instruction. Students' progress is measured by the significant gains that they make on the assessments. We consistently reevaluate how instruction is delivered and make adaptations to reach the students' areas of need or weaknesses. The identified areas of their weaknesses are reading, writing, and academic vocabulary development. For the lower grades, teachers focus on building decoding and fluency as well as comprehension skills and reading skills.

Based on the Spring 2017 NYSESLAT and Fall 2017 NYSITELL results, the Ralph Bunche School has 1 Entering student, 3 Newcomers at the Expanding level, and 2 Emerging ELLs. There is a need for continuous improvement of comprehension, reading and writing skills.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

PS 125 holds Teacher Teams' meetings to analyze the results and create action plans based on the summative data. We share best practiced strategies to address interventions once the summative data has been gathered. A professional development team provides workshops focusing on students' writing in all content areas, using questioning and accountable talks to address reading and writing. Effective lesson planning writing workshops are also provided to address the four language modalities of the students.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)?**

PS 125 has implemented a "Response to Intervention" RTI programs for the students who are designated at risk to prevent the Committee on Special Education's referral. The three Tiers of Instructional Support are used: Core of Instruction (Tier I), Double Doze of Instruction (Tier II) and Intensive Intervention (Tier III) to address the students' literacy and mathematical deficiencies. Tier I and II needs are addressed in the classroom. Tier III students who necessitate the most support receive an enriched instructional and activities are reinforced on a daily basis outside of the classroom.

We provide our Tier I students with an effective instruction and differentiation to meet their diverse needs including UDL lessons, language objectives, targeted group activities, leveled libraries and other resources. We move our ELLs to Tier II and III if they need a more intensive academic support and a targeted one through small group instruction. Tier II and Tier III are geared to meet the demands of the language needs of the ELLs and focus on research-based strategies.

The Ralph Bunche School uses Fundations in order to meet the most critical needs of each student. We continue to assess whether the instruction/intervention is effective enough in order to assist the achievement of our students throughout the academic school year.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**

The NYSESLAT, ELA and Math data are used to evaluate and inform our ELL programs. The administration and teachers utilize EDAT and its filtering functions to dig deeper to inform programs. Additionally, we access at-risk indicators to determine needs of specific students in planning programming.

After reviewing the NYSESLAT and NYSITELL data (first year students), our findings indicate that reading and writing modalities...
pose a greater challenge for the students. Students acquire listening and speaking skills more rapidly than reading and writing skills. However, they still require more opportunities for academic discussions in order to develop academic language. Students require Title III after-school programs to assist them with homework and acquisition of English.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Teacher Teams’ meetings and staff development sessions are held in place to disseminate these findings in order to make adjustments to our programs.

Part IV: ELL Programming

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 includes both stand-alone and integrated delivery models. Instruction is provided to students using an integrated approach in which the ENL provider and the general education teachers co-teach inside the classroom in order for the ELLs to receive content instruction and mandated ENL support in order to meet grade-level standards. Students are grouped together according to grade level and mixed proficiency level. Following the co-teaching model permit the ENL teacher, the monolingual and content area teachers to meet and extend the students’ mandated required integrated ENL minutes. The program delivered includes content area subject matter and English language development using ENL strategies. The integrated ENL model builds English language skills through content instruction. This allows for language acquisition to occur and academic vocabulary to be built. We provide all our ELLs (Entering, Emerging, Transitioning, and Expanding) with a Balanced Literacy Model, realia, visuals, bilingual glossaries and native language libraries to promote comprehensible input and to lower the Affective Filter and provide English language development growth. There is also a Stand-alone ENL program geared specifically for Entering students.
   
   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 Ralph Bunche School ensures that all teachers are appropriately certified or licensed. The RLAT report is reviewed to ensure that the mandated number of instructional minutes are provided according to proficiency levels. Students are grouped for differentiated instruction based on grade and English proficiency level as indicated on the NYSESLAT, LAB.R and Interim Assessments scores. We have a Freestanding program, which includes both in a Stand-Alone and integrated delivery models. The program offers the necessary ENL and ELA instructional units required by Commissioner’s Regulations Part 154 (CR Part 154). The Entering, Emerging and Transitioning students are provided with 360 minutes for integrated and in a Stand-alone program and the advanced students, 180 ENL/ELA per week in an integrated model. Commanding (Tested Out) students
receive 90 minutes 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.

Instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards include SIOP, QTEL, Teachers' College Reading and Writing. Methods such as cooperative learning, small group instruction, stations, writing process schema building are also utilized. 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 to develop reading, writing, listening and speaking. Home language support is provided whenever possible with bilingual dictionaries, libraries, buddy systems and cooperative groupings. The content areas are taught using ENL methodologies and techniques (Total Physical Response, Language Experience Approach, Music, etc.) to target all four skills (Listening, Speaking, Reading and Writing) and to develop academic English skills in all grades. There is ongoing articulation between the ENL teacher and the classroom teachers and they create lesson plans that include content area vocabulary. 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 (Entering, Emerging, Transitioning and Expanding and Commanding) are taken into account and multi-level strategies are adapted to reach all levels. We plan based on the language proficiency levels of the ELLs as per results of the NYSESLAT. The specific strategies that are implemented for instruction for ELLs are dependent on the number of years that they have been in the New York City Public school system. Furthermore, 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.

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

In order to ensure that ELLs are appropriately evaluated in their home languages throughout the year, we have provided and administered spelling inventories, running records, comprehension assessments and reading skills. Additionally, we have given reading and on-demand writing assessments in Spanish to the Spanish speakers. Furthermore, the results of the LAB-R Spanish are utilized to aid the Spanish speaking ELLs. Students are also provided with ample opportunities to access information in their home language via library resources, books, software, Internet resources, peers and speakers of their native language in school.

5. 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. SIFE students 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 home language) with the emphasis on developing literacy in their home language while transitioning into English. We reinforce the importance of providing these students with multicultural lessons to validate their cultures and languages. We also provide them with reading opportunities in their home language. Positive reinforcement, continual articulation with teachers and parental involvement are factors that support the academic growth of our SIFE ELLs.

   b. Newcomers who have been in the system for less than three years are provided with intensive small group instruction led by both the classroom and ENL teachers. These students are supported with books with home 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 which include Total Physical Response (TPR) and the Language Experience Approach (LEA). These methodologies 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 plans for these ELLs: Grade appropriate games and manipulative such as picture cards, big books, arts and crafts are effective motivating tools. We also make 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 rapid 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 an after school program that assists the newcomers with academic support and adjustment. c. Developing ELLs receive ENL instruction based on their proficiency levels. During Stand-alone and integrated services, ENL instruction is supported by home language texts and 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 Language Experience and hands-on interdisciplinary approaches, 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. We praise and acknowledge the multiple modes of learning to enhance or maintain their self-esteem. d. Long term ELLs are provided with the appropriate minutes of ENL instruction mandated by their level of proficiency in an integrated model. This specific group requires intensive English and rigorous instruction in the areas of reading and writing. Study skills, use of graphic organizers, understanding of test structures and terminologies support 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 skills. Academic vocabulary is also emphasized for this specific subgroup. We encourage the integration of technology as a resource to enhance the effectiveness of instruction. We differentiate for these students based on areas of need or difficulties. Classrooms are equipped with leveled libraries of informational texts. We make use of small group or one-on-one work targeting writing. Additionally, there is an after school program focusing on building reading and writing skills. e. Former ELLs up to two years after exiting ELL status receive 90 minutes of ENL per week using the Teachers’ College Reading and Writing Workshop model along with ENL methods and strategies in an integrated model. They also continue to build academic vocabulary. They remain in their regular monolingual classroom and receive support with their ELLs counterparts. The ENL teacher informs their teachers so that they can monitor their academic development. Small group instruction is utilized to provide instruction to them.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We provide our ELLs with special needs (SWDs) with appropriate levels of intervention along with ENL and home language supports based upon IEP recommendations and language proficiency levels in order for them to have access to academic content areas and accelerate language development. When integrating in the classroom, the ENL teacher co-teaches with the classroom teacher. In addition, to planning lesson together. 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.

7. 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?

At the Ralph Bunche School, the students who were recommended as per IEP to receive ENL instruction acquire a multidisciplinary and multimodal instruction. This assists in increasing in proficiency levels in speaking, listening, reading and writing while giving them the support to meet each of their academic needs. Students are placed in the least restrictive environment in order for their learning and social-emotional needs to be addressed. We also provide SETTS, 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.
8. 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 targeted intervention program for ELLs is the "Response to Intervention" (RTI) program for those who are designated at risk to prevent a referral to the Committee on Special Education. A referral system of three tiers of intervention is included to address the students' literacy and mathematical deficiencies. The needs of Tier I and Tier II are addressed in the classroom. We devote a rich instruction to Tier 3 students where activities are reinforced on a daily basis.

ELLs who are at risk are provided with RTI and ENL services daily. These services focus on literacy and math. They also receive ENL services that targets language objectives and second language acquisition. General education and the ENL teachers plan rigorous small group instruction for the ELLs focusing on standard-based content knowledge and providing scaffolds to meet grade level goals. The targeted interventions for ELA and Math are RTI, and after school programs on a daily basis. Fountas and Pinell Guided Reading materials are used by RTI providers to conduct targeted small group instruction based on the results of the NYSESLAT and other formative and summative assessments.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will implement an after school program for all ELLs who have been in the system for less than three years focusing on Spanish literacy. A strong and a positive correlation exist between literacy in the home language of a student and learning EN and since most of our newcomers have minimal literacy in their home language (Spanish), it is crucial that they learn the basic skills, especially reading and writing in their home language first. Then, they can transfer their knowledge to English.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

ELLs are afforded equal access to all school programs, extra-curricular activities including arts, music and RTI services if they have been designated to be at-risk. New arrivals may enroll in an after school program that focuses on home language development.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELL receive ENL services (Grades K-5)
Balanced literacy in English
Balance Literacy Classroom libraries
120 minutes literacy block
Standards based scope & Sequence for core curriculum in grades K-5
Teachers’ College Readers’ and Writers’ Workshop
GoMath
Finish Line New York ELLs Bilingual Common Core Materials

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

The new arrivals ELLs are eligible to participate in the Home Language Arts after school program geared towards developing Spanish literacy.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All required services, resources and support and correspond to ELLs ages and grade levels. Each classroom has libraries with leveled books and many genres of fiction and informational texts. The teachers use these various means to address each student's needs at their current reading level. Spanish libraries are also available for the students to use during specific units of study.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

PS 125 shares a building (co-location) with two schools. We borrow and share resources with each other in order to assist the ELLs with their academic, linguistic and socioemotional needs. During assemblies, we invite each of the respective schools’ students to participate. The ENL at PS 125 and the Columbia Secondary School teachers also collaborate and share lesson plans with each other.

16. 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).

In order to assist newly enrolled ELLs before the beginning of the school year, we have collaborated with various community based organizations to aid the newly enrolled ELLs. PS 125 presents parent orientation sessions and invites parents to visit the school and a classroom during the summer. In order to get the students ready for transition at the school’s commencement, parents are provide with school work packets that include literacy and math activities to assist their children at home. The school staff that are involved are the guidance counselor, principal, parent coordinator and ENL teacher.

17. What language electives are offered to ELLs?

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

18. 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

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 and non-pedagogic staff.) 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?

Throughout the school year, teachers work with the literacy and math coaches. There are staff development sessions and collaboration between teachers. The teachers are grouped deliberately and differentiated based on their needs. Every professional learning starts with setting goals to establish coherence that are then connected to job-embedded professional development. This prepares teachers to use effective strategies in their lesson plans. Teacher groups are differentiated based on the following: Curriculum Based Learning, modifications for Reading and Writing Workshop as well as Content Based Literacy. The Ralph Bunche School has created a team to respond to the needs of ELLs population and students with disabilities. We also attend TC workshops to learn about the curriculum through differentiation. These workshops are geared to scaffold the curriculum in order to meet the ELLs and SWD’s needs.

Professional Development schedule:
October/November (4 sessions)
January/February (4 sessions)
March/April (4 sessions)
June Planning (2 sessions)

Content Area teachers: Science, Math, and Social Studies often participate in OELL workshops based on their subject area.

2. 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.

TCRWP Professional Development sessions (three full days) devoted to ELLs service.
Co-Teaching Environment
Differentiating Instruction in the ELL classroom
Strategies that develop ELLs' Literacy
Balanced Literacy for ELLs.
Resources for ELLs.

Additionally, each professional development session will include in-service workshops and demonstration lessons.
All newly appointed teachers servicing ELLs will receive the schools based learning specialists' assistance to help them with planning, assessment and delivery of instruction.

All ELLs teachers will participate in the Office of English Language Learners (OELL) professional development offerings.

All teachers will receive 7 hours of professional development in ENL strategies.
ENL teachers will participate in all TCRWP staff developing days.
ENL teachers and the school administrator will participate in monthly ELL professional development given by OELL.
Teachers will use common planning periods to collaborate and incorporate best practices.

All PD agendas and minutes will be stored in an ENL binder. Staff members that are selected to attend outside PDs must submit agendas via Google Docs to ensure that information is mutually shared with other staff members.

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?
    Parent Engagement time occurs every Tuesday from 2:20 to 3:00 pm. Teachers call parents, arrange meetings with them. Additionally, they prepare progress report cards or letters to be sent home. The ENL teacher informs the ELLs’ parents about their language development progress across all content areas. The letters that are written to parents are translated in the parents' preferred language.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   In order to foster parental involvement for parents of ELLs, we have a Parent Coordinator. She who is responsible for working collaboratively with the school leadership team, staff members, parent association, and community groups to engage and involve parents. There are family involvement programs/activities to assist families to participate in order to improve their children's academics. We have implemented "Parent Institute Workshops" based on the interests of the parents during the academic school year in order to reach underrepresented families due to socio-economic, racial and/or language barriers. PS 125 has sponsored family dinners during the academic school year in order to create a stronger sense of community.
At the Ralph Bunche School, engaged scholars and committed teachers come together to create an energetic and joyous community for mastering academic and interpersonal skills. Students create meaning and expand understanding through inquiry-based teaching. Each student will develop a personal commitment to learning and artistic expression, a respect for critical and creative thinking, an expanding curiosity about the world and its people, make a positive difference in the lives of others, develop empathy for those around them and value diversity to become responsible world citizens. Continuing the legacy of the progressive education movement, the Ralph Bunche School is dedicated to helping young people make bold and valuable decisions with their lives while acting as a force for positive social change.

OUR PROGRESSIVE MODEL

Ralph Bunche School...

Progressive

Rigorous Academics

Community of Teachers

Learning Environment

Equity and Equality Program

Ralph Bunche School Students...

Think Creatively

Actively Engaged

Learn Deeply

Act Compassionately

Live Fully

OUR PROGRESSIVE APPROACH

In our progressive approach, we believe that education must not be a race for the accumulation of facts, but should be an enriching end in itself. We also believe that education is a joint venture among students, parents/caregivers and teachers. We see the individual child’s curiosity, abilities and learning styles as integral factors in designing, individualizing and assessing each student’s learning. We believe that the arts are an essential part of the curriculum and that it is important for students to express themselves creatively and to use their imaginations freely. We believe that the uniqueness of children is revealed in their very existence and that it is the school’s responsibility to foster their innate sense of the mystery and joy of life.

We encourage children to follow their interests, pursue problems in a way that makes sense to them and defend their conclusion by explaining their thinking a variety of ways. We understand that there are many kinds of intelligence and the traditional
academic, cognitive area is one. Other important areas of intelligence are intuition, imagination, artistic creativity, physical expression and performance, sensitivity to others, and self-understanding. To neglect any of these areas is to limit students in the development of their full human potential.

We engage students with hands-on investigations, projects and design challenges across the grades and subject areas inspiring greater interest, depth and understanding. Our approach values the skills involved in formulating one’s own questions, as well as answering those of a teacher. We view mistakes and setbacks as important opportunities for both learning and assessment.

We believe each child learns best not by reliance on summative testing or passively consuming knowledge, rather that each child learns best by actively constructing their own understanding based on his or her knowledge, skills, and experience.

In the 21st Century, students are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. Students in Ralph Bunche School classrooms have their understanding of beliefs, facts, and skills deepened and reinforced by applying them to complex real-world situations.

RBS Demographics

| % of English Language Learners | 2.11% |
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Reginald Higgins, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reginald Higgins</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Griselda Hernandez</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Valerie Henry</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Donna Marhold</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Joel Rivera</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alexis Valle</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mireille Samson</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Danika Rux</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Alice Cohen</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Other ____</td>
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<tr>
<td></td>
<td>Other ____</td>
<td></td>
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</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 05M  School Name: Ralph Bunche School  Superintendent: Danika Rux

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary) Valerie</td>
<td>Henry</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The Ralph Bunche School determines within 30 days of a student’s initial enrollment the primary language spoken by the parent of each student enrolled, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the department, PS 125 provides translation and interpretation services to all parents who need language in order to communicate effectively with the school. We utilize Part III of the Home Language Identification Survey (HLIS), ATS reports, and Student Emergency Contact cards to assess preferences of the parent community for both written and oral communication.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>6</td>
<td>1.43</td>
<td>6</td>
<td>1.43</td>
</tr>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.24</td>
<td>1</td>
<td>0.24</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.24</td>
<td>1</td>
<td>0.24</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.24</td>
<td>1</td>
<td>0.24</td>
</tr>
<tr>
<td>English</td>
<td>369</td>
<td>87.86</td>
<td>367</td>
<td>87.38</td>
</tr>
<tr>
<td>Spanish</td>
<td>41</td>
<td>9.76</td>
<td>41</td>
<td>0.76</td>
</tr>
<tr>
<td>Yoruba</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.48</td>
</tr>
<tr>
<td>Belorussian</td>
<td>1</td>
<td>0.24</td>
<td>1</td>
<td>0.24</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>09/2017-06/2018</td>
<td>We plan to transmit the documents to the Department of Education Translation and Interpretation Unit via email submission. In-house qualified staff and the ENL teacher will provide written translation. In case, the Translation and Interpretation Unit is unavailable, a cover letter or notice on the face of the English document in the appropriate covered language or languages, indicating how a parent can ask for free translation or interpretation</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences, parent orientations, scheduled individual parent meetings, quarterly meetings, and curriculum nights</td>
<td>09/2017-06/2018</td>
<td>PS 125 will contact the Translation and Interpretation Unit to provide translations over-the-phone or at the school site.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, the Ralph Bunche School communicates with limited-English-proficient families via Kinvolved, an app that allows teachers to send a text message to parents with the swipe of a finger.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff members will be made aware of how to use translation and the over-the-phone interpretation service by being provided with an internal letter, Translations and Interpretation Brochure, Language ID Guide, and Language Palm Guide. Additionally, the goal of Chancellor’s Regulation A-663 will be provided to staff members.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 assure that all parents have access to administrative communication despite a language barrier. Additionally, Limited English Proficient parents will be made aware of their right to receive information via translated signage, brochures, flyers, PTA meetings and international parent’s night.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

PS 125 will maintain records of the primary language of each parent in ATS and on the student emergency card. We will also provide the parents with surveys to gather feedback from parents on the quality and availability of services. We will further use this feedback to improve the quality of our language services by implementing or adapting the parents' input or suggestions.