



**PROFESSOR JUAN BOSCH SCHOOL  
P. S. 178  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)  
DECEMBER 23, 2010**

**SCHOOL: 06M178**

**ADDRESS: 12-18 ELLWOOD STREET, NEW YORK, N.Y. 10040**

**TELEPHONE: 212-569-0327**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 178      **SCHOOL NAME:** The Professor Juan Bosch School

**SCHOOL ADDRESS:** 12-18 Ellwood Street, New York, N. Y. 10040

**SCHOOL TELEPHONE:** 212-569-0327      **FAX:** 212-569-0389

**SCHOOL CONTACT PERSON:** Deirdre Budd      **EMAIL ADDRESS:** Dbudd@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Laurie Burke

**PRINCIPAL:** Deirdre Budd

**UFT CHAPTER LEADER:** Dalia Gonzalez

**PARENTS' ASSOCIATION PRESIDENT:** Carol Gifford

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06      **CHILDREN FIRST NETWORK (CFN):** 601

**NETWORK LEADER:** Larry Block

**SUPERINTENDENT:** Martha Madera

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

#### **School Vision: Our school vision is twofold:**

1. Respectful students + Creative and Critical Thinkers + Problem Solvers + High Expectations + Responsible Citizens = Successful Lifelong Learners
2. Collaborative Planning + Strong Community of Pedagogues, Administration, and Parents + Flexibility and Commitment = A Successful Learning Environment

#### **Mission Statement:**

Our school mission is to maintain high expectations for students, teachers and parents while teaching children to organize for effort, strive for higher standards and appreciate the need for understanding and respect in our diverse world. We will provide students with the strategies, concepts and skills they need to succeed as lifetime learners. P. S. 178 will provide teachers with skills and instructional strategies through professional development and collaborative planning. We will provide parents tools to help their children succeed in school. There are several educational components, which must develop simultaneously and interactively if we are to achieve our mission. These components include:

The importance of:

- Balanced literacy (including arts and technology)
- Academic Intervention Services to at risk students
- Bilingual/dual language education
- Ongoing monitoring and evaluation of assessment
- Benchmarks to evaluate teaching and learning
- Individual instruction
- Focusing and prioritizing early childhood education
- Effort-based Curriculum
- Professional Development

The need for:

- social and emotional child development embedded in the curriculum
- Parental involvement
- Parent education classes

P. S. 178 is a unique early childhood public school where Kindergarten through grade 2 (regular education, special education, dual language, and ELL) students gain their first school experience in a nurturing, yet focused atmosphere. In addition, Kindergarten and Grade 1 are reduced class size. Deriving its population from various ethnic and learning style groups, the school addresses its diversity through an integrated curriculum that stresses literacy through developmentally appropriate teaching in language arts, mathematics, science, social studies, technology, and visual and performing arts.

Public School 178 is located in the Washington Heights community of Manhattan. Our school serves a population of approximately 229 students from culturally and economically diverse backgrounds. The community is home to many new immigrants from the Dominican Republic. The school building is a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work.

P. S. 178 takes a continuous improvement approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal.

### **SECTION III – Cont'd**

Other assessments will also be used to inform instruction including Teachers College Reading and Writing (TCRWP) Assessment, Mathematics Assessment, and El Sistema De Observación de La Lecto-Escritura (EL SOL) in all grades. These will help teachers make appropriate decisions as they select reading materials for students, plan activities and structure literacy programs.

At P. S. 178, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement school-wide. To support parent involvement efforts, a Parent Coordinator is assigned to the school for the 2010-2011 school year.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Professor Juen Dosch Public School							
District:		8	DBN:	06M178	School BEDS Code:		310600C10178		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K	√	4		8		12		
	1	√	5		9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	0	0				TBD		
Kindergarten	94	66	81	<b>Student Stability - % of enrollment:</b>					
Grade 1	84	99	89	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	52	70	72		92.9	96.6	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		67.7	68.1	71.9		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	35	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	2		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	3	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	267	235	229	(As of June 30)	0	0	0		
				<b>Suspensions (OSYD Reporting): Total Number:</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>									
(As of October 31)	2007-08	2008-09	2009-10						
# in Self-Contained Classes	0	6	0	<b>Principal Suspensions</b>					
# in Collaborative Team Teaching (CTT) Classes	29	37	41	0					
Number all others	10	11	13	<b>Superintendent Suspensions</b>					
These students are included in the enrollment information above.				0					
				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
				<b>CTE Program Participants</b>					
				0					
				<b>Early College HS Program Participants</b>					
				0					
				<b>English Language Learners (ELL) Enrollment:</b>					
(BFSIS Survey)	2007-08	2008-09	2009-10						
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	46	29	0	<b>Number of Staff - Includes all full-time staff.</b>					
# in Dual Lang. Programs	3	29	19	(As of October 31)	2007-08	2008-09	2009-10		
# receiving ESL services only	30	32	29	<b>Number of Teachers</b>					
				30					
				33					
				TBD					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	7	Number of Administrators and Other Professionals	16	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	60.0	72.7	TBD
				% more than 5 years teaching anywhere	43.3	51.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)			
American Indian or Alaska Native	0.4	1.3	0.9	73.0	79.0	TBD	
Black or African American	1.9	5.1	6.1	91.5	90.3	TBD	
Hispanic or Latino	80.9	76.8	70.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	0.9	0.9				
White	15.0	16.2	20.5				
Male	52.4	53.6	56.8				
Female	47.6	46.4	43.2				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>1</b>					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade:				Overall Evaluation:			√
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			√
School Environment: (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			√
School Performance: (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			√
Student Progress: (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			W
Additional Credit:				Quality Statement 5: Monitor and Revise			√
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

#### SECTION IV: NEEDS ASSESSMENT

The findings of the comprehensive needs assessment resulted in the identification of several priorities for improving student performance:

- Explore strategies aimed at supporting the learning needs of a subgroup of students who no longer officially require English language learner services but who need continued attention
- Increase opportunities for both teachers and students to use technology to extend learning in order to be fully prepared for anticipated upgrades and additional equipment
- More professional development is needed to provide a deeper understanding of data and how to use it to strengthen instructional practices and plan for student progress
- More professional development to strengthen instructional practices in Mathematics to address students' mathematical problem solving skills

Greatest Accomplishments:

- Growth of the NEST Program to meet the needs of children with ASD in our community
- Increased Parent Involvement
- School in good standing status for the past nine years
- Well developed school
- Developed Inquiry teams to meet the diverse needs of our school.
- 98 % parents responded to the Learning Environment Survey
- Increased use of computer games especially during extended day
- Increased use of Smart Boards in classrooms
- A school environment that is not only dedicated to continuous improvement, but one that is respectful, orderly, and safe
- Developed an Afterschool Program with the community organization, Children's Art and Science Workshops

Significant aids:

- Classroom teachers are strongly supported by math and literacy coaches who work collaboratively to collect, organize, and analyze a vast amount of student data which is used effectively to set and monitor goals
- Yolanda Ayala, our Parent Coordinator, significantly impacts our parent involvement by coordinating relevant parent workshops, such as, ESL, Finance, and involving parents through our "Book Pal" program
- School administrators and coaches collaboratively develop and monitor targeted and individualized teacher support which ensures consistency of quality instruction
- Teachers share in the decision-making process to set goals for their professional development and progress. Based on their needs, teachers elect to attend workshops during the school year and in the summer
- TCRWP Mentor School
- A systematic way of collecting and analyzing data
- A wide range of assessments including, Teachers College Reading and Writing Program Assessments; EL SOL (El Sistema De Observación de La Lecto-Escritura); running records; observations; conferring notes; Common Core State Standards (CCSS) based

portfolio; Non-fiction writing rubric (CCSS #2); Standards Based Early Childhood Math Assessment Baseline and End of Year Assessments; Everyday Mathematics Unit Assessments

- Every child receiving Academic Intervention has a Pupil Intervention Plan
- Reduced class size in Grade 1 and Kindergarten

Significant barriers:

- Young children tend to have childhood illnesses which affect attendance
- Procurement of additional funding
- Resources for Intervention for students at risk
- Time and money for Staff Development

### **SECTION V: ANNUAL SCHOOL GOALS**

I. Using the DOE Accountability Indicators: Our school decided to address the following goals as a response to various formal and informal assessments/results, such as the School Report Card, TCRWP, Teacher observations, Third Grade ELA and Math standardized assessments and to address the new Common Core Standards.

1. By June 2011, there will be academic growth [with a special concentration on all students at risk] in the area of ELA through the use of periodic assessment tools such as TCRWP Assessment, as measured by one , to one-and-a-half, years academic progress on these assessments. We choose this goal based on the results of the 3<sup>rd</sup> grade standardized ELA tests and ongoing school wide TCRWP assessments.
2. By June 2011, Grade 2 teachers will strengthen students' mathematical problem solving skills with a focus on writing as measured by student math journals, non-fiction writing rubric (CCSS writing #2), and EDM end unit assessments, which are aligned to the CCSS. This goal is based on the results of 3<sup>rd</sup> grade standardized Math tests, 2009-2010 Progress Report, and school wide EDM baseline assessments.
3. By June 2011, using the FOSS Science curriculum, 85% of Kindergarten teachers will implement the use of Science Notebooks to strengthen students' observation and recording skills as measured by FOSS End Unit assessments, FOSS Science Journals, and Non-fiction Writing Rubric (CCSS writing #2). This goal was formulated in response to teacher's formal and informal observations and assessments while implementing the FOSS science units.
4. By June 2011, the goal for grade 2 at risk students is to improve reading fluency by 1 to 1 ½ years progress as measured by Great Leaps Probe and TCRWP six week interims assessments. This will be implemented by the AIS teachers. The rationale for this goal is based on the number of 2<sup>nd</sup> grade students who are below grade level in Reading fluency according to TCRWP assessments.

## II. Using the CEP/NCLBN Indicators:

1. By June 2011, 100% of classroom teachers will participate in grade wide Professional Learning Teams. The PLTs will utilize an inquiry instructional approach to improve academic performance of level 2 and low level 3 students by 1 to 1 ½ years of progress, as measured by the TCWRP six week interim assessments, and non-fiction writing rubric (CCSS writing #2). This goal was created to address the new common core state standards and to align Professional Learning Teams with these new standards.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Goal 1: ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be academic growth [with a special concentration on students at risk] in the area of ELA through the use of periodic assessment tools such as TCRWP Assessment as measured by one, to one-and-a-half, years academic progress on these assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Every 6-8 weeks teachers will collect, record, analyze and document independent reading levels for each student, class and grade.</li> <li>- Every 6-8 weeks teachers will meet with Literacy Coach and analyze student work (reading and writing) to collaborate on criteria of quality and instructional strategies to be taught (September and ongoing)</li> <li>- Approximately 10 times a year, teachers will meet with Teachers College staff developers to analyze student work and reflect on instructional practices</li> </ul> </li>   <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- September-June, literacy coach ensures the on-going use of standards-based rubrics for student writing</li> <li>- Daily, teachers utilize grade level curriculum maps to guide instruction</li> <li>- September-June, literacy coach and teachers focus on the application of strategies for reading texts during read aloud, shared reading and guided reading</li> <li>- Teachers focus on strengthening oral language through storytelling</li> <li>- Teachers focus on vocabulary development through read aloud</li> <li>- Teachers focus on higher order thinking through the use of open ended questioning</li> </ul> </li>   <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Literacy Coach, classroom teachers, AIS teachers</li> </ul> </li>   <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

- **Development of Staff**
  - Coaches and Teacher College Staff Developers provide staff with ongoing training beginning in September to ensure effective implementation [**Tax Levy & Title I**]
  - Utilize data to focus on professional development for teachers
  - Professional development to focus on ELA, and ESL/NLA standards [**Tax Levy & Title I**]
  - Increase support from the Office of ELL to address best practices
  - Increase support provided by CFN
  - The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing
  - Schoolwide study group using the book “The Art of Questioning” as a focus
  
- **Use of Resources**
  - Use benchmark books to determine independent reading levels monthly
  - Funding for substitutes or coverage by teachers funded through **Tax Levy**
  - Ensure appropriate use of both guided and independent reading books across levels in all classrooms
  - Principal creates a schedule that allows for common planning time by grade level
  - Principal creates a schedule that allows staff to focus on the vertical alignment of instruction.
  
- **Personal Leadership**
  - Administrators block time daily to interact with teachers to formally and informally observe during ELA instruction
  - Administrators review quantitative and qualitative data and meet with coaches on a by-weekly basis to identify support needed by individual teacher and grade

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **The development and maintenance of individual assessment binders which include:**
  - Benchmark books
  - Periodic reading checklist [approximately every 6 weeks]
  - Fall, Winter, and Spring TCRWP Assessment
  - Rubrics for analyzing student work
- Teacher feedback to identify strengths and weaknesses, and formulate instructional plans
- Classroom libraries with accessible leveled, guided and independent reading materials

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Grade specific common planning time embedded in school program</li><li>• Program specific common planning time embedded in school program</li><li>• Agendas, sign-in sheets, and observations for evidence of professional development and implementation based on teacher, grade, and school data.</li><li>• Projected gain is an academic growth [with a special concentration on all students at risk] in the area of ELA through the use of periodic assessment tools such as TCRWP Assessment, as measured by one , to one-and-a-half, years academic progress on these assessments by June 2011.</li></ul> |
|--|--|

Subject/Area (where relevant): Goal 2: Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Grade 2 teachers will strengthen students’ mathematical problem solving skills with a focus on writing as measured by student math journals, non-fiction writing rubric (CCSS writing #2), and EDM end unit assessments, which are aligned to the CCSS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Teachers administer, record, and analyze an Early Childhood Math beginning and end year assessments</li> <li>- Teachers assess and analyze students’ math journal responses to promote higher level problem solving skills as assessed by non-fiction writing rubric and task specific math rubric.</li> <li>- Teachers will meet with Math Coach every 8-10 weeks to analyze student work/progress and collaborate on criteria of quality and instructional strategies to be taught</li> </ul> </li> <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Math Coach ensures the on-going use of standards-based rubrics for student performance beginning in September through June.</li> <li>- Teachers continue daily small group instruction to meet the levels, interests, and learning modalities of students in Mathematics</li> <li>- Teachers focus on the process strands by increasing students’ ability to make connections and articulate problem solving strategies</li> <li>- Ongoing, September-June, teachers increase use of open-ended questioning</li> <li>- Ongoing, September-June, teachers focus on vocabulary development, in particular ELLs and students at risk.</li> </ul> </li> <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Principal, Assistant Principal, Math Coach, and classroom teachers</li> </ul> </li> <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010-June 2011</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Development of Staff</b> <ul style="list-style-type: none"> <li>- Coach provides staff with on-going training beginning in September to ensure effective implementation <b>[Tax Levy &amp; Title 1]</b></li> <li>- Create a data-informed professional development plan by teacher, grade, and school</li> <li>- Professional development to focus on Process Strands and how they relate to content Strands <b>[Tax levy &amp; Title 1]</b></li> <li>- As indicated on the Quality Review, expand the collection, analysis, and sharing of data in Math to provide additional useful information about students progress and needs</li> <li>- Professional development to focus on higher order thinking skills <b>[Tax Levy &amp; Title 1]</b></li> <li>- Increase support provided by CFN</li> </ul> </li> <li>• <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>- Administrators create a schedule that allows for common planning time by grade level</li> <li>- Administrators create a schedule that allows for common planning time to focus on the vertical alignment of instruction.</li> </ul> </li> <li>• <b>Personal Leadership</b> <ul style="list-style-type: none"> <li>- Administers block time daily to interact with students and to formally and informally observe teaching and learning during Math instruction</li> <li>- Administrators review quantitative and qualitative data and meet with Math Coach on a periodic basis to identify support needed by individual teachers and grades</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Student Math journals to reflect student progress throughout the year as measured by conceptual understanding, non-fiction writing rubric and task specific math rubric.</li> <li>- Agendas, sign-in sheets, and observations/anecdotes to identify students' strengths and weaknesses and formulate instructional plans</li> <li>- Projected gain is to strengthen grade two students' mathematical problem solving skills by June 2011</li> </ul>

Subject/Area (where relevant): Goal 3: Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, using the FOSS Science curriculum, 85% of Kindergarten teachers will implement the use of Science Notebooks to strengthen students’ observation and recording skills as measured by FOSS End Unit assessments, FOSS Science Journals, and Non-fiction Writing Rubric (CCSS writing #2)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Teachers collect, record, and analyze FOSS End of Unit tests, student projects and observations, FOSS Science Journals and Non-Fiction Writing portfolio pieces.</li> </ul> </li> <li>● <b>Curriculum and instruction</b> <ul style="list-style-type: none"> <li>- Teachers will create a checklist for teacher guided student self assessment.</li> <li>- Principal will schedule opportunities to allow for common planning time.</li> <li>- Teachers utilize FOSS Science curriculum to guide instruction</li> <li>- Increase support by the CFN</li> <li>- Annual Science Fair</li> </ul> </li> <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Science Cluster Teacher, Classroom Teachers, Principal, and Assistant Principal</li> </ul> </li> <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 through June 2011</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>● <b>Development of staff</b> <ul style="list-style-type: none"> <li>- CFN Science Workshop</li> </ul> </li> <li>● <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>- Administrators create a schedule that allows for common planning time by grade level</li> <li>- Administrators create a schedule that allows for common planning time to focus on the</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Personal Leadership</b></li> <li>- Administrators block time daily to interact with teachers to formally and informally observe during instructional time</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Horizontally/vertically created Non-fiction Writing Rubric</li> <li>• Periodic assessments shared vertically and horizontally with teachers and parents</li> <li>• Principal and Assistant Principal will formally and informally observe Science lessons</li> </ul>

**Subject/Area (where relevant):** Goal 4: Academic Intervention Services

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the goal for grade 2 at risk students is to improve reading fluency by 1 to 1 ½ years progress as measured by Great Leaps Probe and TCRWP six week interims assessments. This will be implemented by the AIS teachers.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Every 6-8 weeks AIS teachers will collect, record, and analyze their targeted students' work/assessments.</li> <li>- Every 6-8 weeks AIS teachers will meet with Principal and Assistant Principal to analyze student progress and collaborate on success of Great Leaps instructional strategies. (September and ongoing)</li> <li>- TCWRP six week interim assessments</li> </ul> </li>   <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- September-June, Principal, Assistant principal ensures the on-going use of Great Leaps for AIS</li> <li>- Daily, AIS teachers utilize Great Leaps Program to provide intervention services to targeted students.</li> <li>- September-June, Principal, Assistant principal and AIS teachers focus on the application of Great Leaps' strategies for addressing balance literacy needs of at risk students</li> <li>- AIS teachers focus on vocabulary, comprehension and fluency development through Great Leaps</li> </ul> </li>   <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Principal, Assistant Principal and AIS teachers</li> </ul> </li>   <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Development of Staff</b> <ul style="list-style-type: none"> <li>- Professional development of AIS teachers in Great Leaps Program</li> </ul> </li> <li>• <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>- Administrators create a schedule that allows for articulation and planning time for AIS teachers</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of Great Leaps Probe and TCRWP six week periodic and interim assessments</li> <li>• Ongoing informal observations of AIS targeted at-risk students by AIS teachers</li> <li>• AIS teacher specific common planning time embedded in school program</li> <li>• Projected gain is for each AIS teacher to implement Great Leaps program successfully as observed by Principal and Assistant Principal during informal and formal observations</li> </ul>

**Subject/Area (where relevant):** Goal 5: Professional Learning Teams

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of grade K-2 classroom teachers will participate in grade wide Professional Learning Teams. The PLTs will utilize an inquiry instructional approach to improve academic performance of level 2 and low level 3 students by 1 to 1 ½ years of progress, as measured by the TCWRP six week interim assessments, and non-fiction writing rubric (CCSS writing #2).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Teachers collect, record, analyze, and document all targeted student work relating to inquiry question.</li> <li>- PLTs meet with principal, assistant principal, related curriculum coaches, and data coach once a month to review data</li> <li>- TCWRP six week interim assessments</li> </ul> </li> <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Teachers will organize into grade specific PLTs</li> <li>- PLTs will formulate an inquiry based instructional question which targets a specific group of students.</li> <li>- PLTs will meet 3-4 times a month to review, reflect, and revise ongoing inquiry</li> </ul> </li> <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- All classroom teachers, related curriculum coaches, principal and assistant principal</li> </ul> </li> <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>● <b>Development of Staff</b> <ul style="list-style-type: none"> <li>- All teachers will participate in professional development in the common core standards for the writing strands</li> </ul> </li> <li>● <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage for teachers funded through <b>Tax Levy</b></li> <li>- Administrators create a schedule that allows for common planning time by grade level</li> <li>- Administrators create a schedule that allows for common planning time to focus on the vertical alignment of instruction</li> </ul> </li> <li>● <b>Personal Leadership</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Administrators block time monthly to meet with teachers/ PLTs to formally and informally discuss PLT's progress.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of targeted students' work/assessment on a bi-weekly basis, as measured by non-fiction writing rubric (CCSS#2).</li> <li>• Agendas, sign-in sheets, and observations for evidence of PLT meetings.</li> <li>• Teacher observation/anecdotal of targeted students through the lens of the inquiry question.</li> <li>• Grade specific common planning time embedded in school program</li> <li>• Projected gain is for each grade level PLT to meet its targeted goal as measured by common assessments.</li> <li>• Teachers will use TCRWP six week periodic on demand writing assessment to track student progress.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED  
REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED  
REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S  
REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) –  
REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED  
REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS  
YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A			2	22
1	0	0	N/A	N/A			7	15
2	22	0	N/A	N/A			7	19
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on TCRWP six week interim assessments or other identified assessments, or who have been identified as potential holdovers.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., WiCFNn, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <ul style="list-style-type: none"> <li>• Push-in small group instruction</li> <li>• Pull-out small group instruction</li> <li>• 50 minute small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Push-in program during Literacy block using small group instruction utilizing Great Leaps by AIS teachers.</li> <li>• Small group instruction with SETS teacher utilizing Great Leaps</li> <li>• Small group instruction during 50 minutes, Monday and Tuesday, utilizing Reading Reform, games, technology, and components of balanced literacy for children at risk in grade two.</li> </ul>
<b>Mathematics:</b>	N/A
<b>Science: N/A</b>	N/A
<b>Social Studies: N/A</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b> <ul style="list-style-type: none"> <li>• Mandated counseling; individual and small group</li> </ul>	N/A
<b>At-risk Services Provided by the School Psychologist: N/A</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b> <ul style="list-style-type: none"> <li>• At risk; small group</li> </ul>	<ul style="list-style-type: none"> <li>• At risk services have been provided to address emotional behavior and academic concerns. Types of interventions include crisis, one-to-one, group, outside agency referral, school based referrals, and family intervention. Services are provided during the school day, and after school as needed.</li> </ul>

**At-risk Health-related Services:**

- Students with asthma, who need albuterol [asthma medication] before gym
- Students with asthma, who need their medicine [albuterol inhaler] p.r.n. [cough, shortness of breath, difficulty breathing]
- Students with seizures
- Other chronic illnesses

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) –** Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.  
**See attachment.**

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### **The LAP Team Members Are:**

Deirdre Budd, Principal; Diana Barros, Assistant Principal; Yolanda Ayala, Parent Coordinator; Ju-I Shih, ESL Teacher; Noelina Peña, DL Teacher; Tracy Higgins, DL Parent; Yasmin Arias, DL Teacher; Marjorie Smith, Literacy Coach; Starrett Pierson, Math Coach; Dahlia Gonzalez, Guidance Counselor; Heather Surich, Literacy Coach.

### **P. S. 178 LAP Narrative**

Public School 178 (Professor Juan Bosch Public School) is located in the Washington Heights section of Manhattan. This Kindergarten through Second grade school serves a population of approximately 229 students from culturally diverse backgrounds. Of this total number, 50 are ELLs. Our school is a K-2 school, so our students are often Newcomers. The community is home to many new immigrants from the Dominican Republic. The school building is a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work.

According to the latest available ethnic data, 75% of the students are Hispanic, 16% are White, 5% are African American, 1% Asian, 1% American Indian, and 2% other. Approximately 19 % of the students have Individualized Education Plans (IEPs) and receive a continuum of services including integrated co-teaching, SETTS and related services, occupational therapy, speech and language, physical therapy, counseling, and adaptive physical education. Additionally 18% of the students are English Language Learners (ELLs) with Spanish as the dominant language with one Portuguese & two Chinese speaking students. Our percentage of ELLs this year remained constant not increasing or decreasing in any significant way. The majority of students are from low-income families. This year we are a Universal free lunch school.

The school houses 6 kindergarten classes [1 monolingual, 2 Dual Language, 2 ASD NEST and 1 CTT], 5 first grades [1 monolingual, 2 Dual Language, 1 ASD NEST CTT and 1 CTT], and 4 second grades [1 monolingual, 1 CTT, 1 ASD NEST CTT, and 1 dual language]. There is also a freestanding ESL program for grades K-2, which serves English Language learners who are not in the bilingual program. The average class size in Kindergarten through second grade is 20 students. Students are grouped heterogeneously throughout each grade. Current strategies for implementing the new continuum include:

- Integrated classes
- Small grouping instruction
- Differentiated Instruction
- Mainstreaming
- Barrier Free environment
- ASD NEST classes

## **II. Teacher Qualifications**

The student body is served by 73 professionals and support staff, including 1 principal, 1 assistant principal, 29 teachers, 2 coaches, 1 guidance counselor, 11 paraprofessionals, 2 secretaries, 1 school safety officer, 7 school aides, 8 related services, and 11 additional support personnel. Of the 32 teachers on staff 100% are certified. 40.5% have more than 5 years teaching experience, and 50.4% have more than two years teaching experience. 97% hold a Masters Degree. 2 teachers have English as a Second Language certification, and 10 teachers have bilingual extensions. The staff includes 2 part time literacy coach, 1 full time mathematics coach and 1 bilingual parent coordinator.

The school's Language Allocation Policy team is comprised of the principal, assistant principal, parent coordinator, literacy coach, math coach, guidance counselor, 3 teachers, 1 related services provider, and 1 parent. The team meets on a regular basis to ensure that the English and native language instruction is consistently implemented across programs.

## **III. ELL Demographics (ELL & Home Language Breakdown)**

Our ELLs are served by a Bilingual program that is comprised of 5 Dual Language classes (2 Kindergarten classes, 2 first grade classes and 1 second grade class) and push-in pull-out ESL program. All the students in the bilingual /dual language classrooms receive a 50%:50% model of language instruction. According to the data, there are no special education students in dual language classrooms. However, there are 2 special education students in ESL. In our dual language classes, the number of Spanish dominant students is 16 in kindergarten, 7 in first grade and 14 in second grades. Of our English Proficient students in dual language: 1 is African American, 27 are White/Non-Hispanic and 24 are Hispanic. There are 11 English proficient students in first grade and 6 in second grades. 16 students in the Dual Language program are fluent in both languages. In the Free Standing program we have 24 students whose home language is Spanish, 1 student whose home language is Chinese, and 2 students whose home language is Arabic.

## **IV. Parent Program Choice & Student Placement**

The structures in place at P.S. 178 to ensure that parents understand all three program options are the following:

1. Parents are welcomed by the bilingual parent coordinator. She explains the registration procedures and takes parents to the main office where the bilingual secretary explains the procedure and documents needed.
2. If parents have all the required documentation, the bilingual family worker checks all documents and completes the registration. The ESL licensed and state certified teacher works closely with the family worker to ensure all HLIS forms are filled out and evaluated correctly. The parent and child are interviewed by the ESL teacher or assistant principal. If a child is identified as a possible ELL, the child is administered the LAB-R by the ESL teacher or assistant principal.
3. The assistant principal, ESL teacher and bilingual Parent Coordinator conduct ELL parent orientation workshops, in their Native language, to inform parents about bilingual programs that are available. They explain student and parental rights and provide handouts. Additional parent orientation sessions are held as needed to further explain options.
4. Parents are always provided with translated documents and native language support in understanding and completing the appropriate forms (program selection and parent survey).

5. The ESL teacher, Ju-I Shih, speaks Chinese and the Assistant Principal, Diana Barros, speaks Spanish. Both are well versed in the CR Part 154 compliance regulations. They know and follow the mandated ELL procedures for testing students, placing students and informing parents. The state certified and licensed ESL teacher and assistant principal complete the HLIS and LAB-R testing.
6. The Assistant principal and ESL teacher take part in the entire intake process and monitor every step to ensure the above steps are all followed in compliance with all ELL mandates.
7. The Assistant Principal and ESL teacher ensure that all entitlement letters are given to all ELL parents as soon as the students are identified as ELLs as per mandated timeline.

After a review of the parent survey and program selection forms over the past 2 years, we find the trend is for parents to choose monolingual classes using the option of ESL. Over the years parents who are interested in their children maintaining their native language, while learning English, have chosen Dual Language as their preferred program. The Bilingual programs offered at P.S. 178 are Dual Language and ESL. These are aligned with our parent requests.

#### **V. Assessment Analysis**

According to our data, the results from LAB-R and NYSESLAT cut-scores we have observed the following strengths and weaknesses in the different modalities. In the kindergarten, 4 are beginner, 0 are intermediate and 6 are advanced as per LAB-R as of September 2009. In first grade, 17 are beginner, 3 are intermediate and 0 are advanced, and in second grade, 3 are at beginner, 9 are intermediate, and 3 are advanced, as per the Spring 2009 NYSESLAT.

The patterns in the data reveal the following trends:

In first grade, for the listening and speaking strands, 6 of the students scored advanced, 7 students scored intermediate and 3 scored at the beginning level. In the reading and writing strands, 0 students scored at the advanced level, 3 at intermediate level and 17 students scored at the beginner level. Students are much stronger in the speaking and listening strands than in reading & writing by first grade. In second grade, for the listening and speaking strands, 9 are advanced, 2 are intermediate and 0 are beginner. In the reading & writing strands, 3 are advanced, 9 are intermediate and 3 are beginner. Our data seems to indicate that students are scoring better in listening and speaking than in reading and writing.

As evidenced by the data, we can see that there was a large drop in the number of ELLs scoring at the beginner level and a significant increase in ELLs performing at the intermediate, advanced & proficient levels

#### **VI. Planning for ELLs**

##### 1. Plan for SIFE students:

P.S. 178 is currently an early childhood school serving Kindergarten through Grade 2 students. We would not anticipate any SIFE students in our school.

##### 2. Plan for ELLs in school less than 3 years:

We will continue to implement our school wide LAP policy using the ELA standards, ESL standards as well as the Native Language Arts Standards.

Based on data indicated in the assessments of Teachers College Readers & Writers Workshop benchmark testing, EL SOL, NYSESLAT, Imagine Learning and LAB-R (used for initial entitlement) we plan curriculum, differentiate instruction and group students for instruction in all of our Dual Language/ESL classes in our school. Teachers and administrators meet at grade level and program meetings to look at students' work, assessments and discuss student progress. Our ELLs are also an integral part of all our planning from the CEP, P154/Title III, LAP to all our TCRWP planning. The curriculum and skills are carefully scaffolded in English and Spanish for the Dual Language and in English only for ELLs in ESL only.

### Dual Language Program

The Dual Language program at P.S. 178 uses the self-contained and side-by-side models. In second grade, one teacher provides instruction in both languages at separate times according to the 50-50 design. Classrooms contain instructional materials in both languages and are organized so that the language of instruction is clearly designated. The teacher selects the concepts and activities she will conduct in each of the languages. In first grade and Kindergarten, teachers teach in separate classes and alternate days with the two classes. On the alternate days each class will receive the entire day in one language based on the teacher they are with. Each classroom's materials and environment is set up to reflect the language the teacher instructs the students in when they are with her.

ELLs at risk receive extra support from a Spanish reading specialist twice a week in their native language. Based on El Sol, TCRWP Benchmark assessments in Spanish and English and teacher assessment, students are selected for extra support in native language literacy. We support the native language in order to increase literacy skills which will translate in better performance in both Spanish and English later on. This year our first grade Dual Language classroom had more dominant Spanish students than English Proficient, so this class received a greater portion of literacy in the beginning of the year in Spanish which is being decreased back down to 50/50 Spanish and English. Progress is reviewed to decide next steps and movement of students.

### E.S.L – English as a Second Language Program

Students in the E.S.L program receive instruction in English using E.S.L methodologies for a specific amount of time as determined by their NYSESLAT and LAB-R scores. Our plan will include the instructional scaffolding techniques of modeling, bridging, contextualization and schema building.

## **VII. Resources and Support**

Professional Development Plans:

Ensure that the entire staff is informed of and align all training with the school wide Language Allocation Policy.

- Grade wide meetings to discuss the assessments. TCRWP, EL SOL, NYSESLAT, Imagine Learning
- Grade wide meetings to plan groupings according to the language proficiency, literacy & math levels
- Attendance at LSO Professional Development workshops
- Attendance at conferences: DOE, BETACs, and other organizations
- Classroom intervisitations
- School intervisitations
- Inquiry Groups

- Book Clubs
- Mentoring
- coaching

## **VII. Program Descriptions**

### **Description of Dual Language Program**

The dual language program at P.S. 178 has self contained and side-by-side models. The second grade classroom follows the self contained model with one teacher who is proficient in two languages. All subjects are taught in both languages. In our school, the two languages taught are English and Spanish. At P.S. 178, we alternate languages by day, which means the teacher instructs the whole day in a language and then the next day in the other language. A sign at the door indicates the language that is being taught.

The goal of the dual language program at P.S. 178 is to ensure that students become bilingual and bi-literate. Classroom materials are in both languages. Books are arranged in baskets by language, genre, authors, levels and topics covered in classrooms. Materials and books are labeled. Languages are color coded. In English all print is written in blue and red in Spanish. This is done to ensure that students are always exposed to both languages and to facilitate their second language learning. The class consists of students who are dominant in English and students who are dominant in Spanish.

In the side-by-side model, used by the Kindergarten and First Grade teachers, one of the teachers delivers instruction in English all day and another teacher delivers instruction in Spanish all day. Every other day the classes alternate between teachers. Materials and environment are arranged to support language taught in the classroom. Teachers co-plan the curriculum and lessons to ensure the curriculum remains seamless and that it strategically develops language and concepts simultaneously.

In the dual language program at P.S. 178, language learning is carefully addressed in instruction. Instruction is carefully planned and delivered strategically to maximize content, skill and language learning. Teachers use scaffolding strategies, repetition, visuals, Total Physical Response, songs, rhymes, realia, and manipulatives. Students are exposed to enriching activities that encourage vocabulary building, communication skills, and structures of language. Through cooperative learning activities, students develop social skills and communication skills. The dual language model present at P.S. 178, addresses all the needs for language and content learning.

Placing an Initial emphasis on native language instruction, to maintain the students' academic progress, while they develop English proficiency, ensures consistent academic achievement. In addition, research suggests that the literacy skills learned in the native language transfer to the second language (Cummins, 1989, 1995, 2001). Thus, learning to read and write in the first language supports the development of these skills in the second language. Ultimately, one of our language/literacy goals is to support students to become bi-literate. Furthermore, studies have shown that students that are bilingual show greater cognitive flexibility.

## **Instruction**

P.S. 178 ensures that all programs are delivered to reinforce the goals set for ELLs in the Dual Language program and ESL program. Spanish and English are used equally to deliver the literacy, math and other academic content programs. Special planning sessions are devoted to this type of planning, teachers are given training and materials (Spanish, English and ESL) are purchased to support these language goals for Spanish and English language development. As a Teachers' College Project school, teachers use the mini-lesson workshop model in reading and writing and an accelerated phonics program called "Estrellita". There are units of study teachers follow in the readers and writers' workshops, which address the state standards. Teachers attend monthly workshops at Teachers' College to further develop their instruction. We ensure that the TCRWP happens in both languages for all Dual Language classrooms with strong scaffolding strategies.

In our balanced literacy curriculum we include:

- Read aloud and accountable talk
- Shared reading
- Interactive reading
- Phonics/Word study
- Readers' Workshop (includes independent and partner reading)
- Writers' Workshop
- Interactive Writing
- Guided Reading

Literacy coaches and assistant principal work closely with teachers to deliver the TCRWP units in Spanish and English with leveled books in both languages for independent reading and benchmark assessments.

We use the Everyday Math curriculum which is delivered in both Spanish and English. Everyday math curriculum emphasizes exploration, games and cooperative discovery. Students are encouraged to use manipulatives. In science and social studies, special attention is taken to deliver instruction in both languages strategically throughout the curriculum units. Each grade has different units of study. Hands-on activities and explorations are emphasized. Also, there is a yearly Science Fair where students display experiments.

In each classroom, teachers accommodate students with different English development levels through differential instruction and small flexible grouping. We are able to use teachers who push-in part of the day to enable small group instruction. Children are grouped using their LAB-R and NYSE.S.LAT scores in the individual modalities, listening, reading, speaking and writing. Literacy and math levels are also considered when deciding flexible grouping. These groups are flexible and change according to the content area being taught. Students are assessed through running records, conferences, and observations, TCRWP, Imagine Learning and EL SOL.

Social Studies and Science are taught in English and Spanish through thematic units with projects that include multi sensory approaches. Some activities used in the Social Studies and Science curriculums which enhance children's learning of English are: read aloud of non-fiction and fiction books, interactive read-aloud, shared reading of poems, rhymes and big books, shared writing, songs and chants for children to practice phrases and vocabulary in a comfortable context, field trips and other hands on activities, and projects in which children

show their learning through art (i.e. working on a mural of our neighborhood after completing a social studies unit on that theme). We carefully plan our Social Studies and Science lessons to include language objectives. We incorporate realia, photos, clip art, illustrations, puzzles, games, videos, tape recordings, and other visuals and/or manipulatives to assure comprehensible input at all times. In addition, we have a partnership with Studio in a School, an organization that sends artists to work with teachers and children. The artist introduces children to different visual arts materials such as clay, collage and painting. The hands-on art experiences are a perfect opportunity for children to increase vocabulary and practice their oral language skills. Children also have one period a day of enrichment subjects including music, art, gym, science and library.

### **Fostering Learning**

At P.S. 178, students are part of programs that encourage self expression and self appreciation. The Fall Parade encourages a love of reading, language, music, art and culture as the students create costumes, learn songs/music, movement and art that represent the characters in their favorite books. Educational outings are regularly scheduled by grades. These outings are planned to provide learning experiences that reinforce concepts being learned in the classroom.

Furthermore, special assembly programs are scheduled throughout the year to expose students to other cultures. Languages, traditions, and customs of different countries are explored through these programs. A Spring Carnival is planned where students and the community celebrate our diversity. Students create sellable items for the carnival. Also, activities and games are planned by teachers and parents. All these activities and experiences serve as a tool for additional language development.

### **Assessments**

At P.S. 178, assessments are used throughout the day. In Readers' Workshop, benchmark assessments, conferences and running records are used. In these conferences, teachers meet with each child individually to assess their progress. Strategies and skills are taught in these conferences. In Writers' Workshop, conferences are used to understand each child's strengths and weaknesses. Also, informal assessments are used to guide instruction and planning. In addition, literacy portfolios are used to show students' work. The work in these portfolios shows students' growth. Furthermore, rubrics are used in math and writing to ensure that students know the expectations and can assess their work. NYSESLAT, EL SOL and Imagine Learning are also a big part of the regular assessment cycle for planning next steps for student learning.

The goals of the Dual Language programs at P.S 178 are to:

- Provide an enriched curriculum in two languages
- Ensure students become proficient and literate in English and Spanish
- Provide academic subject area instruction in English and Spanish using language learning methodologies and instructional strategies.
- Assist students to achieve the NLA and ELA/ESL standards for their grade.
- Develop cross-cultural competency

## **Staff Development for 2010-2011**

Bilingual, ESL and staff related to ELLs will attend professional staff development which focuses on term staff development with a strong emphasis on the State learning standards, high impact differentiated teaching, and academic language development strategies.

Bilingual, ESL and staff related to ELLs will attend the following 50 minute professional development sessions:

1. September 12, 2010 “Leveling Spanish trade books for Spanish Reader’s & Writer’s Workshop”
  2. October 20, 2010 “Small Group Instruction: Using NYSESLAT, ELL & TCRWP data to inform Instruction”
  3. November 3, 2010 “Developing Academic Language through Content Area”
  4. December 15, 2010 “Differentiated Instruction for ELLs”
  5. January 5, 2010 “Preparing Students for the NYSESLAT”
- All bilingual and ESL teachers will attend 5 additional professional development sessions provided by the ESL teacher/BETACs
  - Teachers will participate in Reading & Writing Workshop training sessions with literacy coach and assistant principal where they will acquire best teaching practices for ELLs
  - Teachers College ELL coach will work with teachers to model scaffolding strategies for Readers & Writers Workshop
  - All teachers that do not hold an ESL or bilingual license have attended in house workshops and/or BETAC workshops to complete the 7.5 mandated. New teachers are advised of this requirement at the start of their employment and the school secretary files all documentation/certificates in their file in the main office

In addition all new non ESL/ Bilingual teachers are sent to the BETAC and DOE ELL trainings to meet all their 7.5 hours of ESL training (as per Jose P.). In house training is also offered by the ESL teacher and Assistant principal over and above the required 7.5 hours. Copies of the agendas, certificates and sign-in sheets are kept in their files and in a professional development binder.

## **Description of English as a Second Language Program**

The freestanding E.S.L program at PS 178 has 2 models – push-in and pull-out. The students placed in our E.S.L programs receive all instruction in English incorporating E.S.L methodologies. The number of units of E.S.L instruction for each student is determined by the student's English language proficiency measured by the New York State Language Assessment Battery-Revised (LAB-R) and/or New York State English as a Second Language Achievement Test (NYSE.S.LAT). Abiding to the New York State regulations, each beginning and intermediate student receives 360 minutes of English as Second Language service and each advance student receives 180 minutes weekly. The ESL program model for each student is determined by the student's levels, needs, original classes, and schedules.

In P.S. 178, there are 10 E.S.L students in Kindergarten, 20 ESL students in First grade, and 15 ESL students in Second grade. According to the LAB-R scores of the 6 Kindergarten E.S.L students, 2 are beginner level, 0 are intermediate level and 4 are advance level. As determined by the Spring 2009 NYSESLAT results, 5 First grade ESL students are placed in the beginning level, 2 in the intermediate level and 1 in the advance level. Within our second grade ESL population, there are 3 beginner level ESL students, 8 intermediate level and 2 advance level.

At P.S 178, ‘push-in’ and ‘pull-out’ are the models used in the school in order to allow for the best instructional grouping and maximum instructional language learning support at the student’s level. Kindergarten and first grade beginning and intermediate level students are the

instructional ESL groups receiving pull-out ESL instructions in the school. The reasoning for adopting the pull-out model for this particular group of students is their limited English proficiency and their need for more time on targeted small group instruction. Second grade students receive push-in services, in which the ESL teacher provides E.S.L instructions and support within students' original classrooms. The periods of push-in time are determined by their language proficiency and the Part 154 and LAP requirements. The push-in model works best to help the students accelerate language learning while keeping up with all the skills and concepts required of them at the second grade. The ESL and classroom teachers articulate in order to keep instruction seamless and avoiding gaps in the ELL learning continuum. The goals of the ESL programs at P.S 178 are to:

- Provide enrichment for English language students in the monolingual classes
- Ensure students become proficient in English
- Provide academic subject area instruction in English using E.S.L methodologies and instructional strategies
- Assist students to achieve the New York State designated level of English proficiency for their grade

## **Instruction**

### Push-in model

Push-in instruction at P.S 178 involves the ESL teacher collaborating with the monolingual classroom teacher within the students' original classroom, providing extra language development support for the ESL students. During the push-in period, the ESL teacher scaffolds the lesson and teaching points with language goals in mind by engaging in small group instructions, strategy lessons, heterogeneous grouping, and conferences. The ESL teacher applies strategies and methodologies that support second language acquisition while scaffolding our English language learners in expanding their literacy skills. These strategies include incorporating Total Physical Response, hands-on activities, visuals, charts, questioning strategies, repetition, and manipulatives into the instructions. Materials used include charts, graphic organizer, picture cards, manipulatives, word cards, big books, fiction and nonfiction books, and guided reading texts. The second grade ESL program is entirely push-in and involves careful planning with the second grade teachers in order to maximize content and language learning.

### Pull-out model

At P.S 178, the Pull-out model program services our beginning and intermediate ESL kindergarten population. Due to their limited prior school experiences in an all English speaking educational setting, these students have very little English communicative skills. These beginning students receive pull-out services by our licensed ESL teachers, who use ESL strategies and methodologies to help these students develop their language skills. Through integrating content and language goals, the ESL pull-out program at P.S 178 incorporates thematic lessons and balanced literacy to build vocabulary and content/ background knowledge. The thematic lessons correspond to the grade curriculum and address subjects such as Language Arts, Mathematics, Science and Social Studies. Lesson units encompass themes such as Self, Family, School, Neighborhood, Animals, Plants, Numbers, Shapes and many more. These topics/themes lend themselves perfectly for both social and academic language acquisition and allow language development to take place in context. With strategic lesson planning, the E.S.L teacher uses these topics to build prior knowledge in all four modalities: listening, speaking, reading and writing, with the emphasis on fostering and

strengthening communicative language skills. ESL students engage in activities that encourage hands-on learning, which incorporate Total Physical Response, visuals and auditory techniques. The first grade ESL program is mostly a pull out program

Besides language development, lessons within these themes/topics also support literacy development. Language experience charts, interactive writing, shared reading, shared writing and read aloud with Accountable Talk are some of the ways we expose literacy to the E.S.L students in our school. Materials utilized in pull-out ESL class include visual aids, charts, songs, realia, manipulatives, big books, games, and technology – Imagine Learning English.

**School Principal** \_\_\_\_\_

Date \_\_\_\_\_

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual \_\_\_ ESL X Both      Number of LEP (ELL) Students Served in 2010-11: 63

### I. Instructional Program for ELLs:

P.S. 178 is an Early Childhood school, Kindergarten through Second grade, with a population of about 227 students. Eighteen percent of the students are English Language Learners (ELLs) with Spanish as the dominant language among the vast majority. The school provides a K-2 Bilingual program that follows the Dual Language model with 2 Dual Language Kindergarten classrooms, 2 First Grade Dual Language classrooms, and 1 Second Grade Dual Language classroom. Students are identified and placed into our bilingual and ESL programs as per the HLIS Parent Choice and Lab-R testing. Once students are identified parent, orientations are held at the beginning of the year to inform parents of program choices. Once they are in the program of choice for which students are entitled to instruction is delivered by ESL/Bilingual certified teachers trained in differentiated and ELL methodology/strategies. All classrooms are equipped with ESL materials, software and computers. In addition, dual language classrooms have all curricular materials and trade books in Spanish and English. We have a great commitment to the Native Language and we always strive to hire teachers that are bilingual for electives and instructional support. The Bilingual Assistant Principal provides supervisory support, professional development and works closely with the Bilingual Parent Coordinator and family worker to meet all the mandates while supporting parents, students, and teachers. Our staff participates in professional development delivered by the OELL Office, MSI BETAC, Spanish BETAC, as well as Teachers College, and Reading Reform. Teachers use Everyday Math unit tests, TCRWP assessment, running records, and various observations of students to improve instruction.

#### Bilingual Program

- 5 classes in the Dual Language Program (two kindergarten side-by-side classrooms, two first grade side-by-side classrooms & one second grade self-contained)
  - Each bilingual class has approximately 20 students
  - Each bilingual class utilizes a differentiated approach (whole group, small group and individual instruction) based on students' English and native language proficiency and academic achievement
  - Native language and English language usage is aligned with New York City's Language Allocation Policy (LAP)
  - The level of instruction is determined by the language proficiency level of each student in the NYSESLAT and/or LAB-R
  - The English proficiency level of each student is measured each year by the NYSESLAT
  - Bilingual and ESL teachers use strategies to implement differentiated instruction and to challenge students at each proficiency level such as, Total Physical Response (TPR), balanced literacy, graphic organizers, small group instruction, the workshop model, interactive reading and writing, individual conferences, songs, Orton-Gillingham approach to reading, writing and spelling
  - Native language and ESL instruction is aligned to New York State and City ESL standards
  - EL SOL is used to measure Spanish literacy and skills
  - Teachers College Readers & Writers Workshop Benchmark Assessments are also used to measure reading & writing growth and needs in Spanish and English
  - All services are provided by fully certified bilingual teachers who participate in ongoing professional development
-

### **ESL Program**

- ESL instruction is provided based on Beginning, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT assessments)
- Students' proficiency levels are determined by the LAB-R and/or NYSESLAT scores. Beginning and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week consistent with CR part 154 units of ESL instruction requirements
- Beginning level students receive pull-out ESL services (out of classroom/small group instruction)
- Intermediate and Advanced level students receive push-in services (in classroom team teaching)
- ESL instruction is aligned to the NYS Learning Standards for ESL
- Classroom teachers use ESL strategies to deliver academic content area
- All services are provided by a fully certified ESL teacher

**II. A. Curricular:** ELLs fully participate in all curricular and supplemental programs. Everyday Math and TC Reading and Writing Workshop are the instructional programs for all students. They are implemented in all dual language classrooms in Spanish and English, and with scaffolding supports for ELLs in other classrooms. ELLs receive one period of AIS during the day in addition to the extended day program.

**B. Extracurricular:** We are currently exploring programs for extracurricular activities in our school.

### **III. Parent/community:**

- P.S. 178 encourages parental and community involvement by providing a series of workshops and information about bilingual programs available. Parents have the opportunity to ask questions regarding ELL services. Translators are available for these parent orientations. Informational materials are also available in the parent's home language
- A parent workshop is conducted in the Fall, before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments and school expectations
- The Parent Coordinator, who is fully bilingual in Spanish, acts as a liaison between the home and school and is actively involved in planning workshops for the school community
- ELL parents are encouraged to meet with teachers regarding their child's performance at least 3 times each year. Translators are available.

**IV. Project Jump Start:** At the beginning of the year the principal, assistant principal and parent coordinator hold a series of early morning parent meetings during which parent handbooks (Spanish & English) are given out. They review school goals and grade level expectations, as well as provide parents with strategies and tips to help their children in the learning process. The different student support programs are outlined and all staff and their roles are explained so that all parents know who to go to for various needs or questions. All the sessions and workshops are translated by the assistant principal and parent coordinator. In addition, the ESL teacher holds special orientation sessions for the newcomers where she gives tours of the school areas, staff and their roles. The students are, also, given extra support in developing school language and procedures.

**V. Staff Development** (2010-2011 activities—tentative dates and ELL-related topics): Bilingual, ESL and staff related to ELLs will participate in ongoing long term professional staff development that focuses on term staff development with a strong emphasis on the State learning standards, high impact differentiated teaching and academic language strategies.

Bilingual, ESL and staff related to ELLs will attend the following 50 minute professional development sessions:

1. September 12, 2010 “Leveling Spanish trade books for Spanish Reader’s & Writer’s Workshop”
  2. October 20, 2010 “Small Group Instruction: Using NYSESLAT, ELL & TCRWP data to inform Instruction”
  3. November 3, 2010 “Developing Academic Language through Content Area”
  4. December 15, 2010 “Differentiated Instruction for ELLs”
  5. January 5, 2010 “Preparing Students for the NYSESLAT”
5. All bilingual and ESL teachers will attend 5 additional professional development sessions provided by the ESL teacher/BETACs
  6. Teachers will participate in Reading & Writing Workshop training sessions with literacy coach and assistant principal where they will acquire best teaching practices for ELLs
  7. Teachers College ELL coach will work with teachers to model scaffolding strategies for Readers & Writers Workshop

**VI. Support services provided to LEP students:**

- All ELL students participate in all support services such as: bilingual SETTS, speech, counseling, AIS, physical or occupational therapy as needed or mandated.

**III. Name/type of native language assessments administered (bilingual programs only):**

8. Native language assessments administered in our dual language program are as follows: ELSOL, TCRWP Assessment, and ongoing teacher assessments.

**Number of Teachers and Support Personnel for 2010-11**

**School Building:** PS 178

**District** 6

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
PS 178	5	1					6
<b>TOTALS</b>	5	1					Grand Total 6

Part D: CR Part 154 – Sample Student Schedules

**SAMPLE STUDENT SCHEDULE 2010-11 ESL**

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 06

School Building: 178

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines ESL
<b>2</b>	From: 9:25 To: 10:15	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
<b>3</b>	From: 10:20 To: 11:10	Writer's Workshop ESL Pull-out				
<b>4</b>	From: 11:15 To: 12:05	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<b>5</b>	From: 12:10 To: 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 1:05 To: 1:55	Gym	Science	Music	Science	Art
<b>7</b>	From: 2:00 To: 2:50	Phonics	Social Studies ESL Pull-out	Phonics	Social Studies ESL Pull-out	Phonics
<b>8</b>	From: 2:50 To: 3:40	Extended Day	Extended Day	Extended Day		

# SAMPLE STUDENT SCHEDULE 2010-11 ESL

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced  
 School District: 06 School Building: 178

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines	Arrival, Morning Routines ESL
<b>2</b>	From: 9:25 To: 10:15	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
<b>3</b>	From: 10:20 To: 11:10	Writer's Workshop	Writer's Workshop	Writer's Workshop	Subject (Specify) Writer's Workshop ESL Push-in	Writer's Workshop ESL Push-in
<b>4</b>	From: 11:15 To: 12:05	Phonics	Mathematics	Phonics	Mathematics	Phonics
<b>5</b>	From: 12:10 To: 1:00	Gym	Science	Music	Science	Art
<b>6</b>	From: 1:05 To: 1:55	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From: 2:00 To: 2:50	Mathematics	Social Studies ESL Push-in	Mathematics	Social Studies ESL Push-in	Mathematics
<b>8</b>	From: 2:50 To: 3:40	Extended Day	Extended Day	Extended Day		

# SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type:     \_\_\_ TBE             X  Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning   \_\_\_ Intermediate   \_\_\_ Advanced

School District:  06

School Building:  178

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:20	Arrival, Morning Routines	Arrival, Morning Routines ESL	Arrival, Morning Routines	Arrival, Morning Routines ESL	Arrival, Morning Routines
<b>2</b>	From: 9:25 To: 10:15	Reader's Workshop	Reader's Workshop ESL	Reader's Workshop	Reader's Workshop ESL	Reader's Workshop
<b>3</b>	From: 10:20 To: 11:10	Writer's Workshop	Writer's Workshop ESL	Writer's Workshop	Writer's Workshop ESL	Writer's Workshop
<b>4</b>	From: 11:15 To: 12:05	Mathematics	Mathematics ESL	Mathematics	Mathematics ESL	Mathematics
<b>5</b>	From: 12:10 To: 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 1:05 To: 1:55	Library	Music ESL	Art	Science ESL	Physical Education
<b>7</b>	From: 2:00 To: 2:50	Phonics / Word Work	Gym / ESL	Phonics / Word Work	Music / ESL	Phonics / Word Work
<b>8</b>	From: 2:50 To: 3:40	Extended Day	Extended Day	Extended Day		

## **Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

### **Form TIII – A (1)(a)**

#### **School Overview**

Public School 178 (Professor Juan Bosch Public School) is located in the Washington Heights section of Manhattan and is part of school district 6, CFN 601. This is a Kindergarten through Second grade school which serves approximately 229 students from culturally diverse backgrounds. The community is home to many new immigrants from the Dominican Republic but we are seeing an increase in English dominant students. The school building is a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work. All our instructional programs and instructional practices meet and exceed Part 154 requirements.

According to the latest available ethnic data, 75% of the students are Hispanic, 16% are White, 5% are African American, 1% Asian and 2% other. Approximately 19 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including integrated co-teaching classes, SETTS, and related services; speech and language, counseling, physical therapy, occupational therapy and adaptive physical education. Additionally 18% of the students are English Language Learners (ELLs) with Spanish as the dominant language with 1 Portuguese & 2 Chinese speaking student. Our ELL population decreased this year from 28%. The majority of students are from low-income families. This year we are a Universal free lunch school.

The school houses 6 kindergarten classes [1 monolingual, 2 Dual Language, 2 ASD NEST and 1 CTT], 5 first grades [1 monolingual, 2 Dual Language, 1 ASD NEST CTT and 1 CTT], and 4 second grades [1 monolingual, 1 CTT, 1 ASD NEST CTT, and 1 dual language]. There is also a freestanding ESL program for grades K-2, which serves ELLs who are not in the bilingual program. The average class size in Kindergarten through second grade is 20 students. Students are grouped in heterogeneously classes within each grade. Current strategies for implementing the new continuum include Integrated Co-Teaching classes, small grouping instruction, differentiated instruction, Barrier Free environment, and Autism ASD NEST.

Our ELLs are served by a Bilingual program that is comprised of 5 Dual Language classes (2 K class, 2 first grade classes and 1 second grade class) and a push-in and pull-out E.S.L program. All the students in the bilingual program/dual language classrooms receive a 50%:50% model of language instruction. According to the data, there are no special education students in dual language classrooms. However, there are 4 special education students in ESL. Our ELLs are served by a Bilingual program that is comprised of 5 Dual Language classes (2 Kindergarten classes, 2 first grade classes and 1 second grade class) and push-in pull-out ESL program. All the students in the bilingual /dual language classrooms receive a 50%:50% model of language instruction. According to the data, there are no special education students in dual language classrooms. However, there are 2 special education students in ESL. In our dual language classes, the number of Spanish dominant students is 16 in kindergarten, 7 in first grade and 14 in second grades. Of our English Proficient students in dual language: 1 is African American, 27 are White/Non-Hispanic and 24 are Hispanic. There are 11 English proficient students in first grade and 6 in second grades. 16 students in the Dual Language program are fluent in both languages. In the Free Standing program we have 24 students whose home language is Spanish and 1 student whose home language is Chinese.

## **Instructional Programs**

### **Dual Language Program**

The dual language program at P.S. 178 has self contained and side-by-side models. The Second grade classroom follows the self contained model with one teacher who is proficient in two languages. All subjects are taught in both languages. In our school, the two languages taught are English and Spanish. At P.S. 178, we alternate languages by day, which means the teacher instructs the whole day in one language and then the next day in the other language. A sign at the door indicates the language that is being taught. Kindergarten and First grade has a side-by-side model with one teacher teaching in only one language all day; only Spanish or only English. The children switch back and forth between the English and Spanish Classrooms on alternating days. The classroom materials and displays are in the language of instruction.

In the side-by-side model used by the 2 Kindergarten and 2 First grade classrooms, one teacher delivers instruction in English all day and the other teacher delivers instruction in Spanish all day. The classroom materials and environment are arranged to support the language each teacher teaches. They co-plan the curriculum and lessons to ensure the curriculum remains seamless and that it strategically develops language and concepts simultaneously. The teachers in the Side-by-Side model meet with parents together for all parent conferences curriculum nights and other meetings.

The goal of the dual language program at P.S. 178 is to ensure that students become bilingual and bi-literate. Classroom materials are in both languages. Books are arranged in baskets by language, genre, authors, levels and topics covered in classrooms. Materials and books are labeled. Languages are color coded. All print is written in blue in English and red in Spanish. This is done to ensure that students are always exposed to both languages and to help organize and facilitate their second language learning. The class consists of students who are dominant in English and students who are dominant in Spanish.

In the dual language program at P.S. 178, language learning is carefully addressed in planning and delivery of instruction. Instruction is carefully planned and delivered strategically to maximize content, skill and language learning. Teachers use scaffolding strategies, repetition, visuals, Total Physical Response, songs, rhymes, realia, and manipulatives. Students are exposed to enriching activities that encourage vocabulary building, communication skills, and structures of language. Through cooperative learning activities, students develop social skills and communication skills. The dual language model present at P.S. 178, addresses all the needs for language and content learning.

An initial emphasis on native language instruction, to maintain the students' academic progress, while developing English proficiency, ensures consistent academic achievement. In addition, research suggests that the literacy skills learned in the native language transfer to the second language (Cummins, 1989, 1995, 2001). Thus, learning to read and write in the first language supports the development of these skills in the second language. Ultimately, our main language/literacy goal is to support students to become bi-literate since studies have shown that students that are bilingual show greater cognitive flexibility.

## High Quality Instruction

P.S. 178 ensures that all programs are delivered to reinforce the goals set for ELLs in the Dual Language program and E.S.L program. Spanish and English are used equally to deliver the literacy, math and other academic content programs. Special planning sessions are devoted to this type of planning and teachers are given training and materials (Spanish, English and ESL) to support these Spanish and English language development goals. As a Teachers' College Project school, teachers use the mini-lesson workshop model in reading and writing and an accelerated phonics program called "Estrellita". Teachers follow specific units of study in the readers and writers' workshops which address the state standards. Also, consultants from Teachers' College come to train and assist ALL teachers in our school. An additional TCRWP coach specialized in ELL strategies comes in during the year to train all teachers on ELL literacy and language strategies for Reader's & Writer's workshop. Teachers attend monthly workshops at Teachers' College to further support and help them with their instruction. We ensure that the TCRWP happens in both languages for all Dual Language classrooms with strong scaffolding strategies.

In our balanced literacy curriculum we include:

- Read aloud and accountable talk
- Shared reading & writing
- Interactive reading & writing
- Phonics/Word study
- Readers' Workshop (includes independent and partner reading)
- Writers' Workshop

Teachers, literacy coaches and the assistant principal work closely together to deliver the TCRWP units in Spanish and English with leveled books in both languages for independent reading, guides reading and benchmark assessments. A bookroom has been established this year with book baskets organized for themes, genres, author studies and leveled books in both languages for all the reading components of the readers & writers workshop in Spanish & English.

We use the Everyday Math curriculum which is delivered in both Spanish and English. Everyday math curriculum emphasizes exploration, games and cooperative discovery. Students are encouraged to use manipulatives and hands-on activities. In science and social studies special attention is taken to deliver instruction in both languages strategically throughout the curriculum units. Each grade has different units of study. Hands-on activities and explorations are emphasized. Also, there is a yearly Science Fair where students display experiments.

In each classroom, teachers accommodate students with different English development levels classroom, through differentiated instruction and small flexible grouping to ensure that they get the right amount of instructional time in each language through. We are able to use teachers who push-in part of the day to enable small group instruction. Children are grouped using their LAB-R and NYSESLAT scores in the individual modalities, listening, reading, speaking and writing, as well as their reading levels in both languages. Literacy and math levels as well as learning modalities are looked at when deciding flexible grouping. These groupings change according to the content area being taught. Students are assessed through running records, conferences, and observations, TCRWP, Imagine Learning and EL SOL. Students progress is carefully measured and considered through regular discussions during which instructional decisions/next steps are decided. Last year we

hired a Spanish Literacy Specialist with our Title III money to work with small groups of the most at risk Spanish dominant students on Spanish literacy skills. We had great success in moving these students on level in Spanish literacy. This focused targeted help in Spanish reading skills also translated in great movement in English literacy. Due to the level of success, we will continue to provide this type of targeted instruction next year.

Social studies and science are taught in English and Spanish through thematic units and projects that include multi sensory experiences, reading, writing and mathematics vocabulary and concepts. Some activities used in the social studies and science curriculums that enhance children's learning of English are: read aloud of non-fiction and fiction books, and interactive read-aloud (in which children actively participate discussing the book), shared reading of poems, rhymes and big books (carefully selected with illustrations that support children's comprehension), shared writing (graphic organizers, brainstorming webs, KWL charts) songs and chants for children to practice phrases and vocabulary in a comfortable context, field trips and other hands on activities, and projects in which children show they learning through art (i.e. working on a mural of our neighborhood after completing a social studies unit on that theme). We carefully plan our social studies and science lessons to include content objectives as well as language objectives. Therefore, we always incorporate realia, photos, clip art, illustrations, puzzles, games, videos, tape recordings, and other visuals and/or manipulatives to assure comprehensible input at all times. In addition we have a partnership with Studio in a School an organization that sends artists to work with teachers and children. The artist introduces children to different visual arts materials such as clay, collage and painting. The hands-on art experiences are a perfect opportunity for children to increase vocabulary and practice their oral language skills. Children also have one period a day of enrichment subjects including music, art, gym, science and library.

### **High Quality Title III Instructional Program**

Our Title III Program money will be used to hire a highly qualified Spanish Reading Specialist to support teachers with our struggling Spanish dominant ELL students and to work with a small group of 5-10 of our most struggling Spanish dominant ELL students from November 19 through May 14. The specialist will work with the targeted students in small groups/individually for half of the day using her expertise with Descubriendo la Lectura, Estrellita and TCRWP to identify needs and strategies help students make more deliberate and significant progress with Spanish literacy skills. We find that the Spanish dominant ELLs with weak skills in their native language need more intensive and expert help in Spanish literacy.

### **High Quality Professional Development**

The Spanish Reading specialist will also push into the classrooms of the bilingual teachers of the targeted ELLs to fishbowl/coach and support them for the other half of the day. She will meet with bilingual intervention/SETTS & dual language teachers to discuss and monitor the progress of the targeted struggling Spanish dominant ELLs. Together, they will examine ongoing assessments & student work to identify student strengths and needs in order to plan next steps effectively. She will help the teachers more accurately assess needs, identify next steps and strategies to promote progress. The timeline for her work will be weekly sessions from November 19 through May 14.

## **Parent Support**

The bilingual assistant principal, bilingual parent coordinator and ESL teacher will deliver 6 monthly 2 hour workshops to the ELL parents on the following topics from December 2009 through January 2010:

ESL workshops for Parents after school

- How to Read Aloud to your child (in Spanish)
- Literacy activities to help your child acquire sight words at home (in Spanish)
- Free or cheap resources and programs to enrich your child's education
- Games & songs to help your child learn and have fun at home (Spanish & English) Part I
- Games & songs to help your child learn and have fun at home (Spanish & English) Part II
- How to use internet websites and resources to help your child acquire or improve Spanish literacy skills

**Form TIII – A (1) (b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<i>\$15,000</i>	F-Status Spanish Reading Specialist
Purchased services such as curriculum and staff development contracts	<b>0</b>	
Supplies and materials	<i>0</i>	
Travel		
Other	0	
<b>TOTAL</b>	<b>\$15,000</b>	

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 06 For Title III  
 BEDS Code 310600010178

<i><b>CODE/ BUDGET CATEGORY</b></i>	<i><b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b></i>
<i><b>Code 15 Professional Salaries</b></i>  <i><b>TOTAL:      \$15,000.00</b></i>	1 F-Status rate for Spanish Reading Specialist $\$300.00 \times 50 \text{ days} = \$15,000.00$
<i><b>Code 16 Support Staff Salaries</b></i>  <i><b>TOTAL:</b></i>	<i><b>NA</b></i>
<i><b>Code 40 Purchased Services</b></i>  <i><b>TOTAL:            0</b></i>	Light breakfast for 5 sessions for twenty parents = 0 (Paid by school)
<i><b>Code 45 Supplies and Materials</b></i>  <i><b>TOTAL:    0</b></i>	

School District 06  
BEDS Code 310600010178

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	<i>NA</i>
<i>Code 90</i> <i>Indirect Cost</i>	<i>NA</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>NA</i>
<i>Code 20</i> <i>Equipment</i>	<i>NA</i>
<i>TOTAL:       0</i>	

**GRAND TOTAL:   \$15,000**

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - The school determines the primary language spoken by each parent by administering the Home Language Identification Survey.
  - These results are recorded on ATS by the school secretary.
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - Our findings show that 80% of parents speak Spanish.
  - All written communication will need to be translated into Spanish.
  - An interpreter will be needed at all PTA meetings, SLT meeting, Parent-Teacher Conferences, curriculum meetings and parent workshops.

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - All written communication is provided in both English and Spanish.
  - All oral translations are provided by in house bilingual staff members.
  - An interpreter is present at all PTA meetings, SLT meetings, Parent-Teacher Conferences, curriculum meetings and parent workshops.
  - Monthly school newsletters are written in both English and Spanish.
  
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - The oral interpretation services the school will provide will be in-house by school staff members.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- An interpretation Notice sign is posted in the main office.
  - Parent Bill of Rights is provided in both languages.
  - Safety plans, CEP other school documents will be interpreted as needed by bilingual school staff.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$143,599	\$57,977	\$201,576
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,436	\$580	\$2,016
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7180	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,360	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

See attached.

**Explanation** – P.S. 178 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement, and will carry out programs, activities and procedures in accordance with this definition:  
Parental Involvement

**School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities
- Help provide an enriched and accelerated curriculum
- Meet the educational needs of historically underserved populations
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs
- Are consistent with and are designed to implement State and local improvement, if any

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes

or all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$120,445	✓	10, 13, 15, 17
Title I, Part A (ARRA)	Federal	✓			\$52,180	✓	10, 13, 15
Title II, Part A	Federal	✓			\$202,964	✓	5, 10
Title III, Part A	Federal		✓			✓	
Title IV	Federal			✓		✓	
IDEA	Federal		✓			✓	
Tax Levy	Local	✓			\$1,205,715	✓	10, 12, 13, 15, 16, 17, 19

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

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is a Children First Network designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. *Note:* If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

P. S. 178 currently has two (2) students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Children in Temporary Housing will be provided with the following services as needed: Counseling, transportation, outreach and referral services. We will also provide school supplies when needed.

### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK  
FOR 2010-11)**

## **Title I School Parental Involvement Policy & School-Parent Compact**

P. S. 178, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

### **School Responsibilities:**

P. S. 178 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Talking with my child about their day in school
- Checking my child's backpack for school notices
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- Reviewing Behavioral School Contract with my child

### Student Responsibilities (revise as appropriate to grade level)

I, as a student at P.S. 178, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Talk with my parent about my day at school

### **SIGNATURES:**

\_\_\_\_\_  
**SCHOOL PRINCIPAL**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Professor Juan Bosch Public School						
<b>District:</b>	6	<b>DBN:</b>	06M178	<b>School</b>		310600010178	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	
	K	v	4		8		12	
	1	v	5		9		Ungraded	v
	2	v	6		10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	66	81	93				
Grade 1	99	69	80	<b>Student Stability - % of Enrollment:</b>			
Grade 2	70	78	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	96.6	94.2
Grade 4	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		67.7	71.9	71.9
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	35	41
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	3	2
Ungraded	0	1	2				
<b>Total</b>	<b>235</b>	<b>229</b>	<b>238</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	6	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	37	41	43	Superintendent Suspensions	0	0	0
Number all others	11	13	12				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	29	0	TBD	Number of Teachers	30	33	33
# in Dual Lang. Programs	29	19	TBD	Number of Administrators and Other Professionals	16	16	6
# receiving ESL services only	32	29	TBD				
# ELLs with IEPs	1	7	TBD	Number of Educational Paraprofessionals	0	0	9

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.2
				% more than 2 years teaching in this school	60.0	72.7	81.8
				% more than 5 years teaching anywhere	43.3	51.5	63.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	79.0	81.8
American Indian or Alaska Native	1.3	0.9	0.8	% core classes taught by "highly qualified" teachers	91.5	90.3	97.6
Black or African American	5.1	6.1	5.9				
Hispanic or Latino	76.6	70.7	74.4				
Asian or Native Hawaiian/Other Pacific	0.9	0.9	0.8				
White	16.2	20.5	17.6				
<b>Male</b>	53.6	56.8	51.3				
<b>Female</b>	46.4	43.2	48.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase	Category
	In Good	v Basic Focused Comprehensive
	Improvement Year 1	
	Improvement Year 2	
	Corrective Action (CA) – Year	
	Corrective Action (CA) – Year	
	Restructuring Year 1	
	Restructuring Year 2	
	Restructuring Advanced	

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA: v	ELA:
Math: v	Math:
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	-					
<b>Student groups making</b>	<b>3</b>	<b>1</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	30	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Network 1/Cluster 6</b>	District <b>06</b>	School Number <b>178</b>	School Name <b>Prof. Juan Bosch</b>
Principal <b>Deirdre Budd</b>		Assistant Principal <b>Diana Barros</b>	
Coach <b>Heather Surich</b>		Coach <b>Starrett Pierson</b>	
Teacher/Subject Area <b>Yasmin Arias, Dual Language</b>		Guidance Counselor <b>Dalia Gonzalez</b>	
Teacher/Subject Area <b>Ju-I Shih</b>		Parent <b>Carol Giffen</b>	
Teacher/Subject Area <b>Sandra Vargas, Dual Language</b>		Parent Coordinator <b>Yolanda Ayala</b>	
Related Service Provider <b>Nai Oviedo</b>		Other <b>N.A.</b>	
Network Leader <b>Larry Block</b>		Other <b>N.A.</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>8</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>238</b>	Total Number of ELLs	<b>61</b>	ELLs as Share of Total Student Population (%)	<b>25.63%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

The ELL Identification Process and structures at P.S. 178 are carefully designed to ensure proper identification of ELLs and that parents understand all their program options and rights as per part 154. Parents are welcomed by the bilingual parent coordinator. She explains the registration procedures and takes parents to the main office where the bilingual secretary explains the procedure and documents needed.

1. If parents have all the required documentation, the bilingual family worker checks all documents and completes the registration. The ESL licensed and state certified teacher works closely with the family worker to ensure all HLIS forms are filled out and evaluated correctly. The parent and child are interviewed by the ESL teacher or assistant principal. The certified ESL teacher speaks Cantonese, Mandarin & English and the assistant principal speaks Spanish & English. If a child is identified as a possible ELL by the HILS, the child is administered the LAB-R by the ESL teacher.
2. The assistant principal, ESL teacher and bilingual Parent Coordinator conduct formally announced ELL parent orientation workshops together in September, in their Native Language, to inform parents about bilingual programs that are available. These larger meetings are called to ensure the parents get to meet and understand the roles of the staff that they can go to for questions, further information or help in understanding the programs, their rights and resources. They explain student and parental rights and provide handouts. Additional parent orientation sessions are held as needed for parents that miss formal sessions and as new students continue to enter our school. Parents are always provided with translated documents and native language support in understanding and completing the appropriate forms (program selection and parent survey).
3. The ESL teacher, Ju-I Shih, speaks Chinese and the Assistant Principal, Diana Barros, speaks Spanish. Both are well versed in the CR Part 154 compliance regulations. They know and follow the mandated ELL procedures for testing students, placing students and informing parents. The state certified and licensed ESL teacher and assistant principal complete the HLIS and LAB-R testing.
4. The Assistant principal and ESL teacher take part in the entire intake process and monitor every step to ensure the above steps are all followed in compliance with all ELL mandates. They meet regularly to discuss students and ensure all aspects are flowing smoothly.
5. The Assistant Principal and ESL teacher ensure that all entitlement letters are given to all ELL parents as soon as the students are identified as ELLs as per mandated timeline. Parents that fail to show up or attend orientations are called by the parent coordinator who sets up appointments. In addition, the ESL teacher and assistant principal give letters to teachers to send home to parents that may have failed to attend an orientation. Lists are kept & monitored to ensure all parents get an orientation meeting in September. We advise parents of ELLs in regards to the academic advantages of bilingual programs. We provide extensive outreach early in September until all the parents of our new ELLs parents get the parent orientation.
6. After a review of the parent survey and program selection forms over the past 2 years, we found the trend was for parents to choose monolingual classes using the option of E.S.L. (approximately 60%ESL to 40%BILED). This year we tried a more intense approach at registration by spending more time informing parents of possible ELLs about the bilingual/dual language program option's format and benefits for their child, in addition to the ELL orientation sessions. This year we reversed that to 33% ESL to 67% BILED. One problem we still have to combat is first grade parents that want their child switched from a bilingual setting to a monolingual setting for second grade. They complain that their child will be taking the ELA in English at their next school in 3rd grade. This is an ongoing challenge since we are a K-2 school and parents are concerned about performance and placement in their next school. Over the years parents who are interested in their children maintaining their native language, while learning English, have chosen Dual Language as their preferred program. The Bilingual programs offered at P.S. 178 are Dual Language and E.S.L. These are aligned with our parent requests.
7. The NYSESLAT is administered annually as per required schedules and regulations to ensure appropriate instructional decisions. Our students are encouraged to continue in their bilingual/dual language placement after they reach proficiency. We discourage parents from removing students from the bilingual setting by emphasizing the academic advantages to the student that continues in a bilingual/dual language setting.

## Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	39	0	5	0	0	0	0	0	0	39
ESL	22	0	6	0	0	0	0	0	0	22
<b>Total</b>	<b>61</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0											0
Chinese	0	0	0											0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian	0	0	0											0
Bengali	0	0	0											0
Urdu	0	0	0											0
Arabic	0	0	0											0
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Yiddish	0	0	0											0
Other	0	0	0											0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	18	8	10	15	11	3													39	26
Chinese	0	0	0	0	0	0													0	0
Russian	0	0	0	0	0	0													0	0
Korean	0	0	0	0	0	0													0	0
Haitian	0	0	0	0	0	0													0	0
French	0	1	0	0	0	0													0	1
Other																			0	0
<b>TOTAL</b>	<b>18</b>	<b>9</b>	<b>10</b>	<b>15</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>39</b>	<b>27</b>											

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 30

Number of third language speakers: 5

Ethnic breakdown of EPs (Number):				
African-American: <u>1</u>	Asian: <u>1</u>	Hispanic/Latino: <u>37</u>		
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>22</u>	Other: <u>0</u>		

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	4	5											20
Chinese	0	0	0											0
Russian	0	0	0											0
Bengali	0	0	0											0
Urdu	0	0	0											0
Arabic	0	1	1											2
Haitian	0	0	0											0
French	0	0	0											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Other	0	0	0											0
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>22</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here:

Instruction for ELLs at P.S. 178 is delivered our free standing ESL and Dual Language programs. Currently, we have 5 classes in the Dual Language Program (two kindergarten side-by-side classrooms, two first grade side-by-side classrooms & one second grade self-contained). In the side-by-side model the students travel to the other language classroom on alternating days. The partner teachers teach

in their assigned language all day, Spanish or English whichever one is their language of instruction. The classroom environment is totally equipped for that language and the children are immersed in that one language all day. The students are heterogeneously (mixed proficiency levels) placed in dual language classrooms. The teachers plan the curriculum and instruction together to ensure a 50-50 language model and required units as per Part 154. In the self contained second grade dual language classroom the teacher implements the 50-50 language model through alternating days. Special emphasis is placed on using multiple layered scaffolds, visual support, and maintaining an inquiry based hands-on approach to content learning with lots of focused partner and group work. Teaching is made very explicit with great attention to providing great support for language and structures imbedded in the content area curriculum units.

Each bilingual class utilizes a differentiated approach (whole group, small group and individual instruction) based on students' English and native language proficiency and academic achievement. Native language and English language usage is aligned with New York City's Language Allocation Policy (LAP) and as per Part 154's ESL, ELA & NLA mandated number of units. Bilingual and ESL teacher's programs are examined by the assistant principal to ensure all requirements and student needs are met. The level of instruction is determined by the language proficiency level of each student in the NYSESLAT and/or LAB-R. The English proficiency level of each student is measured each year by the NYSESLAT. EL SOL is used to measure Spanish literacy and skills. Teachers College Readers & Writers Workshop Benchmark Assessments are also used to measure reading & writing growth and needs in Spanish and English.

Bilingual and ESL teachers use many strategies for our largest subgroup strategies to implement differentiated instruction and to challenge students at each proficiency level such as, Total Physical Response (TPR), balanced literacy, graphic organizers, flexible small group instruction, the workshop model, interactive reading and writing, individual conferences & songs. In addition to the previously mentioned strategies and methods teachers use the Orton-Gillingham approach to reading, writing and spelling for students identified with special needs during additional small group/individual instruction.

All instruction is designed and delivered to ensure to reinforce the goals set for ELLs in the Dual Language program and ESL program and are aligned with the NAL, ELA & ESL standards. Currently, we are ensuring the alignment to the new core standards for all classrooms and learners. Spanish and English are used equally to deliver the literacy, math and other academic content programs. Special planning sessions are devoted to this type of planning, teachers are given training and materials (Spanish, English and ESL) are purchased to support these language goals for Spanish and English language development. As a Teachers' College Project school, teachers use the mini-lesson workshop model in reading and writing and an accelerated phonics program called "Estrellita". There are units of study teachers follow in the readers and writers' workshops, which address the state standards. An ELLs consultant from Teachers' College periodically comes to train and assist teachers. Teachers attend monthly workshops at Teachers' College to further develop their instruction. We ensure that the TCRWP happens in both languages for all Dual Language classrooms with strong scaffolding strategies.

In our balanced literacy curriculum we include:

- Read aloud and accountable talk
- Shared reading
- Interactive reading
- Phonics/Word study
- Readers' Workshop (includes independent and partner reading)
- Writers' Workshop
- Interactive Writing
- Guided Reading

Literacy coaches and assistant principal work closely with teachers to deliver the TCRWP units in Spanish and English with leveled books in both languages for independent reading and benchmark assessments.

We use the Everyday Math curriculum which is delivered in both Spanish and English. Everyday math curriculum emphasizes exploration, games and cooperative discovery. Students are encouraged to use manipulatives. In science and social studies, special attention is taken to deliver instruction in both languages strategically throughout the curriculum units. Each grade has different units of study. Hands-on activities and explorations are emphasized. Also, there is a yearly Science Fair where students display experiments.

In each classroom, teachers accommodate students with different English development levels through differential instruction and small flexible grouping. We are able to use teachers who push-in part of the day to enable small group instruction. Children are grouped using their LAB-R and NYSE.S.LAT scores in the individual modalities, listening, reading, speaking and writing. Literacy and math levels are also considered when deciding flexible grouping. These groups are flexible and change according to the content area being taught. Students are assessed through running records, conferences, and observations, TCRWP, Imagine Learning and EL SOL.

Social Studies and Science are taught in English and Spanish through thematic units with projects that include multi sensory approaches. Some activities used in the Social Studies and Science curriculums which enhance children's learning of English are: read aloud of non-fiction

and fiction books, interactive read-aloud, shared reading of poems, rhymes and big books, shared writing, songs and chants for children to practice phrases and vocabulary in a comfortable context, field trips and other hands on activities, and projects in which children show their learning through art (i.e. working on a mural of our neighborhood after completing a social studies unit on that theme). We carefully plan our Social Studies and Science lessons to include language objectives. We incorporate realia, photos, clip art, illustrations, puzzles, games, videos, tape recordings, and other visuals and/or manipulatives to assure comprehensible input at all times. In addition, we have a partnership with Studio in a School, an organization that sends artists to work with teachers and children. The artist introduces children to different visual arts materials such as clay, collage and painting. The hands-on art experiences are a perfect opportunity for children to increase vocabulary and practice their oral language skills. Children also have one period a day of enrichment subjects including music, art, gym, science and library.

The ESL program utilizes most of the above mentioned strategies and approaches as well. ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R or NYSESLAT assessments). Students' proficiency levels are determined by the LAB-R and/or NYSESLAT scores. Beginning and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week consistent with CR part 154 units of ESL instruction requirements. Students are group (homogenously similar/same proficiency levels in a group) for ESL instruction. Beginning level students receive pull-out ESL services (out of classroom/small group instruction). Intermediate and Advanced level students receive push-in services (in classroom team teaching). In addition, all classroom teachers are mindful of ELL learner needs & incorporate ESL strategies to deliver academic content area.

The freestanding E.S.L program at PS 178 has 2 models – push-in and pull-out. The students placed in our E.S.L programs receive all instruction in English incorporating E.S.L methodologies. The number of units of E.S.L instruction for each student is determined by the student's English language proficiency measured by the New York State Language Assessment Battery-Revised (LAB-R) and/or New York State English as a Second Language Achievement Test (NYSE.S.LAT). Abiding to the New York State regulations, each beginning and intermediate student receives 360 minutes of English as Second Language service and each advance student receives 180 minutes weekly.

At P.S 178, 'push-in' and 'pull-out' are the models used in the school in order to allow for the best instructional grouping and maximum instructional language learning support at the student's level. Beginning and low intermediate level students are the instructional ESL groups receiving pull-out E.S.L. instructions in the school. The reasoning for adopting the pull-out model for this particular group of students is their limited English proficiency and their need for more time on targeted small group instruction. High Intermediate and Advanced level students receive push-in services, in which the E.S.L. teacher provides E.S.L instructions and support within students' original classrooms. The periods of push-in time are determined by their language proficiency and the Part 154 and LAP requirements. The push-in model works best to help the students accelerate language learning while keeping up with all the skills and concepts required of them at the second grade. The ESL and classroom teachers articulate in order to keep instruction seamless and avoiding gaps in the ELL learning continuum.

The goals of the E.S.L. programs at P.S 178 are to:

- Provide enrichment for English language students in the monolingual classes
- Ensure students become proficient in English
- Provide academic subject area instruction in English using E.S.L methodologies and instructional strategies.
- Assist students to achieve the New York State designated level of English proficiency for their grade.

Instruction

Push-in instruction at P.S 178 involves the E.S.L. teacher collaborating with the monolingual classroom teacher within the students' original classroom, providing extra language development support for the E.S.L. students. During the push-in period, the E.S.L. teacher scaffolds the lesson and teaching points with language goals in mind by engaging in small group instructions, strategy lessons, heterogeneous grouping, and conferences. The E.S.L. teacher applies strategies and methodologies that support second language acquisition while scaffolding our English language learners in expanding their literacy skills. These strategies include incorporating Total Physical Response, hands-on activities, visuals, charts, questioning strategies, repetition, and manipulatives into the instructions. Materials used include charts, graphic organizer, picture cards, manipulatives, word cards, big books, fiction and nonfiction books, and guided reading texts. The second grade ESL program is entirely push-in and involves careful planning with the second grade teachers in order to maximize content and language learning.

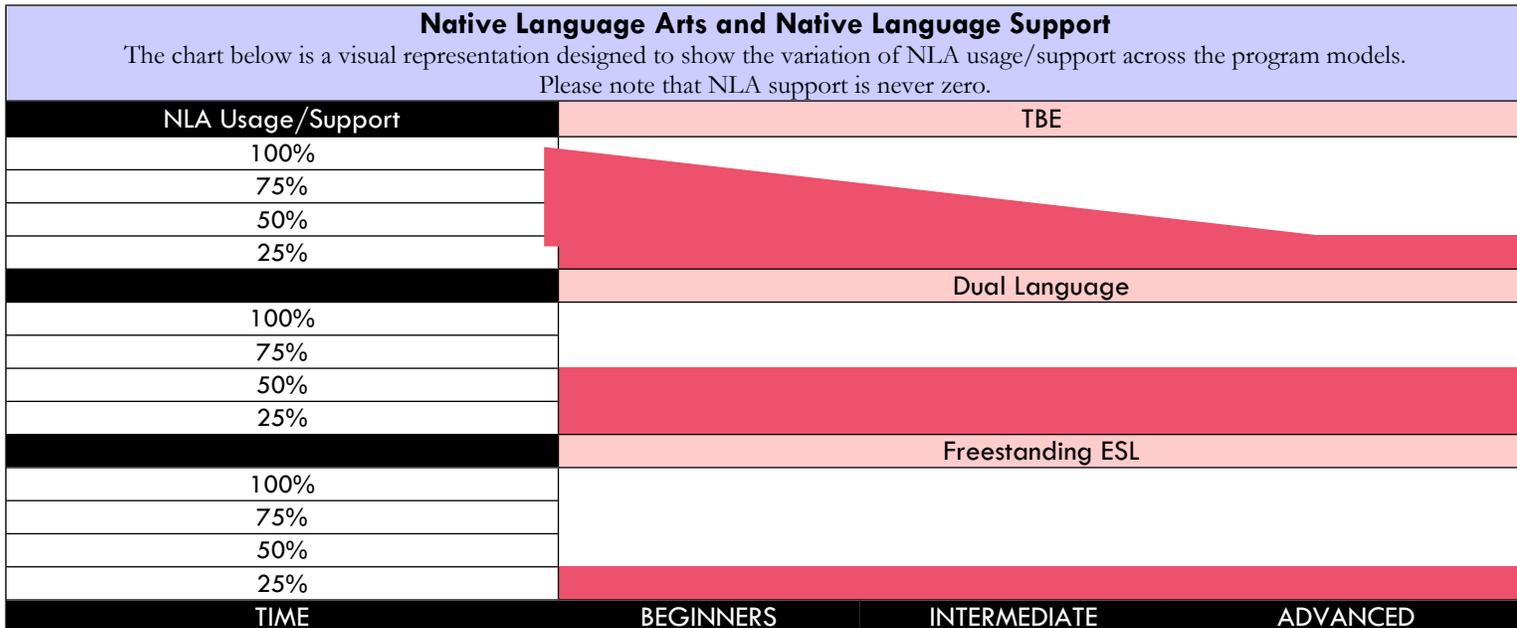
Pull-out model

At P.S 178, the Pull-out model program services our beginning and intermediate E.S.L. kindergarten population. Due to their limited prior school experiences in an all English speaking educational setting, these students have very little English communicative skills. These beginning students receive pull-out services by our licensed E.S.L. teachers, who use E.S.L. strategies and methodologies to help these students develop their language skills. Through integrating content and language goals, the E.S.L. pull-out program at P.S 178 incorporates thematic lessons and balanced literacy to build vocabulary and content/ background knowledge. The thematic lessons correspond to the grade curriculum and address subjects such as Language Arts, Mathematics, Science and Social Studies. Lesson units encompass themes such as Self, Family, School, Neighborhood, Animals, Plants, Numbers, Shapes and many more. These topics/themes lend themselves perfectly for both social and academic language acquisition and allow language development to take place in context. With strategic lesson planning,

the E.S.L teacher uses these topics to build prior knowledge in all four modalities: listening, speaking, reading and writing, with the emphasis on fostering and strengthening communicative language skills. E.S.L. students engage in activities that encourage hands-on learning, which incorporate Total Physical Response, visuals and auditory techniques.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

In each classroom, teachers accommodate students with different English development levels through the use of multiple scaffolding techniques, second language learning techniques, differentiated instruction and small flexible grouping to ensure that every child has access to the full rigorous curriculum. We provide extra support for ELLs (Newcomers, ELLs with IEPs and former ELLs) during the school day and during extended day through various methods and in English and the Native Language. We are able to use teachers who push-in part of the day to enable more intense small group instruction for targeted skills. Children are grouped using their LAB-R and NYSESLAT scores in the individual modalities, listening, reading, speaking and writing, as well as their reading levels in both languages. In addition, we stream students for greater amounts of time for guided reading in their dominant language when they demonstrate below grade level skills in their Native Language. This has shown to prove helpful to move their progress in not only Spanish literacy, but ultimately in their English literacy as well. Literacy and math levels as well as learning modalities are looked at when deciding flexible grouping. These groupings change according to the content area being taught and student progress in targeted areas. Students are assessed through ongoing running records, conferences, and observations, TCRWP, Imagine Learning and EL SOL. Student progress is carefully measured and considered through regular discussions during which instructional decisions/next steps are decided.

All Dual Language classrooms teach literacy and content area instruction using the 50-50 model for language distribution. All books, materials, games, activities, centers, computer software, internet websites, classroom charts, rubrics, teaching aids, programs, libraries, bilingual picture dictionaries, and learning glossaries are equally represented in Spanish in all Dual Language classrooms. Additionally, the ESL teacher and monolingual classroom teachers keep some books, games, some software and some bilingual picture dictionaries in their classrooms for their newcomers. Besides Imagine Learning, the Smartboard is another technological tool used in the school in all classrooms. It is an increasingly helpful tool to scaffold ELLs that the teachers are experimenting with and using in varied ways to support the students.

Last year we hired a Spanish Literacy Specialist with our Title III money to work with small groups of the most at risk Spanish dominant students on Spanish literacy skills. We had great success in moving these students on level in Spanish literacy. This focused targeted help in Spanish reading skills also translated in great movement in English literacy. Due to the level of success, we will continue to provide this type of targeted instruction this new academic year. Our ELLs are, also, part of the extended day and receive targeted help individually and in small group in Spanish and English depending on where their assessments indicate they need help. In addition, we have started a greater emphasis on developing oral fluency through oral rehearsal strategies prior to writing and accountable talk structures and vocabulary for partner work and whole group meetings during literacy for Kindergarten.

Extra support is provided to newcomers, especially those coming in after Kindergarten. The ESL teacher holds special orientation sessions for the newcomers where she gives tours of the school areas, staff and their roles. During this time they are introduced to the staff members and their roles in helping them. The students are, also, given extra support in developing school language and procedures. They are also

given a classroom buddy to help their initial transition.

All our ELL students participate in all support services such as: bilingual SETTS, speech, counseling, AIS, physical or occupational therapy as needed or mandated. ELLs fully participate in all curricular and supplemental programs. Everyday Math and TC Reading and Writing Workshop are the instructional programs for all students. They are implemented in all dual language classrooms in Spanish and English, and with scaffolding supports for ELLs in other classrooms. ELLs receive one period of AIS during the day in addition to the extended day program.

Students are part of programs that encourage self expression and self appreciation. The Fall Parade encourages a love of reading, language, music, art and culture as the students create costumes, learn songs/music, movement and art that represent the characters in their favorite books. The Science Fair emphasizes project exhibits that demonstrate the science concepts students are learning in their classrooms. The exhibits are in Spanish and English for the Dual Language program. Educational outings are regularly scheduled by grades. These outings are planned to provide learning experiences that reinforce concepts being learned in the classroom. Furthermore, special assembly programs are scheduled throughout the year to expose students to other cultures. A Spring Carnival is planned where students and the community celebrate our diversity. Languages, traditions, and customs of different countries are explored through these programs. Also, activities and games are planned by teachers and parents. All these activities and experiences serve as a tool for additional language development. ELLs are, also, enrolled in the afterschool homework help and extracurricular activities such as: chorus & science club.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Our Dual Language program breaks up the entire curriculum (including the literacy block) into a 50% Spanish and 50% English throughout the grades in our school. The teachers meet regularly to plan and map out the units to ensure no overlap or gaps. Where a need is seen based on careful ongoing assessment and monitoring, some students are streamed for additional guided reading instruction in their dominant language to target literacy performance below grade level. This is done to support and accelerate their reading performance. We find this improves their literacy performance in their Native Language as well as English.

In the Dual Language program language is separated for instruction through a side-by-side model for Kindergarten and First grade. In other words, it is separated through the use of a Spanish and English room and teacher. For second grade dual language, language is separated through time (alternating days). Emergent literacy is taught simultaneously in both languages, except where a child comes in with no or very little pre-literacy skills, or is below grade. In that case, we stream the child for extra intense guided reading instruction in their Native Language until they make adequate progress. When this happens, they are moved back to a 50-50 time model.

English Proficient and English Language Learners are integrated throughout the entire day in the Dual Language program. ELLs in monolingual classes are integrated the majority of the day, except for the required minutes of ESL they are required to receive. There fore, not content areas are taught to them in a segregated manner. This applies to all instructional programs used in the classroom as well as extracurricular activities and events.

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

The majority of our professional development for our entire staff always includes strategies for ELLs and considers ELL special needs. Some of the professional development includes the following:

- Attendance at LSO Professional Development workshops.
- TCRWP institutes and outside workshops at Teachers College
- Attendance at conferences: DOE, BETACs, and other organizations
- Classroom intervisitations

- School intervisitations
  - Inquiry Groups
  - Book Clubs
  - Mentoring
  - Coaching (in classroom modeling, fish bowl, etc)
- Bilingual, ESL and staff related to ELLs will attend the following 2 hour professional development sessions:
1. September 12, 2010 “Leveling Spanish trade books for Spanish Reader’s & Writer’s Workshop”
  2. October 20, 2010 “Small Group Instruction: Using NYSESLAT, ELL & TCRWP data to inform Instruction”
  3. November 3, 2010 “Developing Academic Language through Content Area”
  4. December 15, 2010 “Differentiated Instruction for ELLs”
  5. January 5, 2010 “Preparing Students for the NYSESLAT”
  6. The new Common Core Standards & our ELLs

In addition, teachers

Teachers will participate in Reading & Writing Workshop training sessions with literacy coach and assistant principal where they will acquire best teaching practices for ELLs. Teachers College staff developer will work with teachers to model scaffolding strategies for Readers & Writers Workshop - These will total 19 sessions.

All teachers that do not hold an ESL or bilingual license have attended in house workshops and/or BETAC workshops to complete 10 hours of ESL training. New teachers are advised of this requirement at the start of their employment and the school secretary files all documentation/certificates in their file in the main office.

## E. Parental Involvement

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

Paste response to questions 1-4 here

P.S. 178 encourages parental and community involvement by providing a series of workshops to provide strategies, knowledge of school curriculum/instructional expectations and information about bilingual programs available. Parents have the opportunity to ask questions regarding ELL services. Translators are available for these parent orientations. Informational materials are also available in the parent’s home language. A parent workshop is conducted in the Fall, before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments and school expectations. The Parent Coordinator, who is fully bilingual in Spanish, acts as a liaison between the home and school and is actively involved in planning workshops for the school community. ELL parents are encouraged to meet with teachers regarding their child’s performance at least 3 times each year. Translators are available. Wednesday morning, bilingual parent meetings are held during which parents receive information or training on various topics.

At the start of the school year, the principal and assistant principal, hold early meetings by grade level to handout parent guides to helping their children and introduce the staff and school expectations and procedures. This is done bilingually and questions are answered for parents. Every year, curriculum meetings are held in all classrooms with translators to review school goals and grade level expectations, as well as provide parents with strategies and tips to help their children in the learning process. The different student support programs are outlined and all staff and their roles are explained so that all parents know who to go to for various needs or questions. Parent handbooks (Spanish & English) are given out. There is also a second grade meeting to help answer parents questions about their students’ options for third grade schools when they graduate from our school (we are a K-2 school). We, also, hold a meeting for parents in dual language programs to help them understand the structure, expectations and provide support and resources in both languages. All the sessions and workshops are translated by the assistant principal and parent coordinator.

ESL classes will be given this year for all interested ELL parents this year. Below are the topics of some of the Wednesday morning parent sessions:

- How to Read Aloud to your child (in Spanish)
- Literacy activities to help your child acquire sight words at home (in Spanish)
- Free or cheap resources and programs to enrich your child’s education
- Games & songs to help your child learn and have fun at home (Spanish & English) Part I

- Games & songs to help your child learn and have fun at home (Spanish & English) Part II
- How to use internet websites and resources to help your child acquire or improve Spanish literacy skills

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	11	3											30
Intermediate(I)	4	4	6											14
Advanced (A)	9	0	17											26
Total	29	15	26	0	0	0	0	0	0	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	NA	2	0										
	I	NA	4	1										
	A	NA	4	13										
	P	NA	1	6										
READING/WRITING	B	NA	8	2										
	I	NA	3	6										
	A	NA	0	4										
	P	NA	0	8										

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

According to our data, the results NYSESLAT results we have observed the following strengths and weaknesses in the different modalities.

Percentages for Listening/Speaking by grade:

- First Grade: 9% are beginner, 18% are intermediate, 18% are advanced & 5% are proficient
- Second grade: 0% are beginner, 3% are intermediate, 33% are advanced & 15% are proficient

Percentages for Reading/Writing by grade:

- First Grade: 36% are beginner, 14% are intermediate, 0% are advanced & 0% are proficient
- Second grade: 5% are beginner, 15% are intermediate, 10% are advanced & 20% are proficient

In Kindergarten: 55% of ELLs are beginner with beginner Listening/Speaking levels as per teacher assessments

# Part VI: LAP Assurances

streamed for guided reading according to skills needed and language dominance until we see sufficient progress. Closer and more frequent monitoring of running records in English & NL has been instituted to target weak areas to help students maximize progress at each grade level.

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		