



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PROFESSOR JUAN BOSCH EARLY CHILDHOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06/M/178

PRINCIPAL: DEIRDRE BUDD **EMAIL:** DBUDD@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Deirdre Budd	*Principal or Designee	
Dalia Gonzalez	*UFT Chapter Leader or Designee	
Sharon Van Engren	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Hildy Morales	Member/Parent	
Susan Cootz	Member/Parent	
Magaly Velez	Member/Parent	
Vanessa Martinez	Member/Parent	
Laurie Burke	Member/Teacher - Chairperson	
Eileen Pierce	Member/Teacher - Secretary	
Jessica Franco	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, 100% of classroom teachers (K-2) will develop a minimum of one literacy task that is embedded in a rigorous curriculum unit that is aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- We analyzed student performance data from the NY State Assessment ELA (Grade 3), Teachers College Assessment Pro, and “on demand” writing assessments and determined there was a need for a more rigorous curriculum in literacy.
- After reviewing the Chancellor’s City-wide expectations to imbed rigorous Math and ELA performance standards into the curriculum, we have made professional development in CCLS a priority.

Instructional strategies/activities

Activity #1:

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to student regarding their work; use of data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning.
- Target Population: Teachers servicing all students with a focus on SWDs and ELLs.
- Responsible Staff Members: Assistant Principal, Literacy Coach and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision making process

- Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments.
- Teachers will meet weekly in grade teams to assess students work and plan lessons.
- Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers determined that 80% of students will move up at least one level in the "use evidence" area of the writing rubric (pre- and post-assessment).
- Periodic Assessment Dates: September 2011, November 2011, March 2012, and May 2012.

Strategies to increase parental involvement

- Teachers will host bi-monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum morning and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host “home-work help” and “reading to child workshops” for parents.
- The Parent Coordinator and other staff will attend regularly scheduled Parent Association meeting to share information and respond to parent questions and inquiries.
- School will update and distribute a parent handbook that is translated in all the dominant languages.

- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established the “Power of One” bullying intervention programs for all grades.
- The schoolwide program “Respect for all”
- The School is establishing a “Health Week” which addresses nutrition for students and families.
- Parent workshops on the McKinney-Vento Act, which provides emergency housing to those families in need.

Budget and resources alignment**Funding Sources:**

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, 100% of the teaching staff will have participated in at least 4 cycles of formative observations, as per a research based rubric that allows for teacher self-reflection, focused feedback, and next steps.

Comprehensive needs assessment

- We conducted analysis of student performance data on state ELA and Math (Grade 3) assessments.
- We found a need to improve teacher quality and effectiveness in closing the achievement gap.
- A review of formal and informal observations and conversations with teachers indicated that there was not a common language that described good teaching or a consistent definition of good teaching.

Instructional strategies/activities

Activity #1:

- Professional Development: PD team will develop a PD plan for teachers that integrates the Danielson's component of proficiency;.
- Target Population: Administrators and Teachers servicing all students with a focus on SWDs and ELLs.
- Responsible Staff Members: Principal, Assistant Principal, Literacy and Math Coach, and Teachers.
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision making process

- Teachers will use Danielson's Framework for teaching rubric for self-assessment of their instructional practices.
- Individual PD plan for teachers with clear expectations for teacher practice
- Administrators and Teachers will engage in Professional conversations and feedback using Danielson's Framework for Teaching

Strategies to increase parental involvement

- Administrators and Teachers will host Framework for Teaching workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parent Coordinator will host "Danielson's Framework for Teaching" workshop for parents.
- The Parent Coordinator and other staff will attend regularly scheduled Parent Association meeting to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers using the Danielson's Framework for Teaching

Service and program coordination

- The school has established the “Power of One” bullying intervention programs for all grades.
- The schoolwide program “Respect for all”
- The School is establishing a “Health Week” which addresses nutrition for students and families.
- Parent workshops on the McKinney-Vento Act, which provides emergency housing to those families in need.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials to support Danielson’s rubric for teacher effectiveness.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, students (with a special concentration on ELLs) will show at least one year of academic progress as measured by periodic TCRWP assessment tools.

Comprehensive needs assessment

- We conducted analysis of student performance data on state ELA (Grade 3) assessment.
- We conducted analysis of ELL's performance on the NYSESLAT.
- The School Leadership Team's analysis of TCRWP Assessments (benchmark and end year) found a need for greater growth in student reading levels.

As a result of the above findings, we have made progress for our ELL population a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Instructional strategies/activities

Activity #1:

- Professional Development: PD will be given on the following topics: PD in ESL strategies; Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to student regarding their work; use of data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning;
- Target Population: Teachers servicing all students with a focus on ELLs.
- Responsible Staff Members: Assistant Principal, Classroom and ESL Teacher, Literacy Coach and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision making process

- Teachers will meet in grade level and cross functional teams to review ELL student data gathered from periodic assessments.
- Teachers will meet weekly in grade teams to assess students work and plan lessons incorporating ESL strategies to meet the needs of ELL learners.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers determined that 80% of students will move up at least one level in the "use evidence" area of the writing rubric (pre- and post-assessment).
- Periodic Assessment Dates: September 2011, November 2011, March 2012, and May 2012

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers using ESL strategies.

Service and program coordination

- The school has established the “Power of One” bullying intervention programs for all grades.
- The schoolwide program “Respect for all”
- The School is establishing a “Health Week” which addresses nutrition for students and families.
- Parent workshops on the McKinney-Vento Act, which provides emergency housing to those families in need.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials to support ESL curriculum development during the regular school day.
- Consumable ESL instructional materials for use during extended day programs.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	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	24	21	N/A	N/A			2	
1	37	30	N/A	N/A			3	
2	26	24	N/A	N/A			5	
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	During the school day and extended day the following programs are used: Great Leaps, Explode the Code, Foundations, Wordly Wise, and Making Connections by the SETSS teacher, AIS teachers, and classroom teachers. We use small groups, and individualized instruction.
Mathematics	During the school day classroom teachers use small group and individualized instruction to meet the needs of our at risk students.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	During school day Social Worker provides group sessions using conflict resolution, respect for all, and anti-bullying strategies.
At-risk Health-related Services	

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 06	Borough Manhattan	School Number 178
School Name Professor Juan Bosch School			

B. Language Allocation Policy Team Composition [?](#)

Principal Deirdre Budd	Assistant Principal Diana Barros
Coach Eileen Pierce	Coach Starrett Pierson
ESL Teacher Ju-I Shih	Guidance Counselor Dalia Gonzalez
Teacher/Subject Area Jasmin Arias/Dual Language	Parent Carol Giffen
Teacher/Subject Area Sandra Vargas/Dual Language	Parent Coordinator Yolanda Ayala
Related Service Provider Nai Oviedo	Other Ohacy Feliz/Dual Language
Network Leader Benjamin Soccodato	Other Ana Ramos/ISC Team

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	8	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	230	Total Number of ELLs	54	ELLs as share of total student population (%)	23.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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

PART II: ELL Identification Process

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 CR 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 (Chinese bilingual) ESL licensed and state certified teacher, Ju-I Shih, works closely with the (Spanish bilingual) family worker, Maria Checo, to ensure all HLIS forms are filled out and evaluated correctly. The ESL teacher and the (Spanish bilingual) assistant principal, Diana Barros, ensure that the informal oral interviews are thorough, complete, accurate and in the native language of the parent. In addition they meet and speak to the parent and child together in order to get a better understanding of the information gathered with the HILS. Ninety percent of the PS 178 staff speaks a second language. The certified ESL teacher speaks Cantonese, Mandarin & English and the assistant principal speaks Spanish & English. Since we also have staff members available that speak Arabic and French (Dahlia Serag; early childhood certified teacher & Nada Babahanni, certified speech therapist), we have never needed the assistance of the DOE translation unit. However, in case the need should ever arise, our office staff has binders with translated documents parents can point to and the number for the DOE translation unit to call for additional help. If a child is identified as a possible ELL by the HILS, the child is administered the LAB-R by the ESL certified teacher, Ju-I Shih, teacher within the first ten days of school. All students identified by the LAB-R as ELLs are later given the NYSESLAT in the spring. Furthermore, Spanish speaking ELLs are administered the Spanish LAB by the assistant principal and the specially trained Spanish bilingual SETTs teacher, Nai Oviedo) immediately after they are identified by the LAB-R. The NYSESLAT continues to be administered to all ELLs each year until they gain proficient status on the NYSESLAT. The ESL teacher, assistant principals regularly meet and discuss the progress of ELLs. Each teacher has a record of their ELLs and their proficiency level given to them by the ESL teacher. The ESL teacher and the assistant principal keep careful updated lists that are then used to plan and coordinate the NYSESLAT administration. The NYSESLAT is administered annually as per required schedules and regulations to ensure appropriate instructional decisions and monitor progress. The assistant principal creates a detailed schedule and plan for testing which is shared with the staff. Targeted staff is trained annually, testing procedures are reviewed, rooms are assigned and ELL student groups are created based on their grade. Various ATS reports are used to cross-reference (RLAT, RNMR, RMSR & RLER) and ensure we properly identify every ELL that must be administered the NYSESLAT. Students are scheduled for the individual Speaking component in April. Group administration for the Listening, Reading & Writing subtests are scheduled on three consecutive days in May. In addition, special arrangements are made for IEP students based on their IEP requirements. All these details are arranged at least a month before testing. Translated letters are sent home to parents informing them about the test with dates and suggestions to help the children relax and be well prepared. Our students are encouraged to continue in their bilingual/dual language placement after they reach proficiency. We discourage parents from removing students that reach proficiency from the bilingual setting by emphasizing the academic/cognitive advantages for students that continue in a bilingual/dual language setting.

2. The assistant principal, ESL teacher and bilingual Parent Coordinator conduct formally announced ELL parent orientation workshops together in September and into October for late arrivals, in their Native Language, to inform parents about all three bilingual programs that are available for ELLs in the city. The meetings are scheduled immediately after ELLs are identified by the LAB-R. The meetings are announced through individualized and translated letters that are sent home. As a reminder, letters are also handed out a second time to all the ELL parents in person as they pick up their children from school in order to emphasize the importance of the parent orientation meetings and encourage participation. Since we are a K-2/Early Childhood School most of our students are picked up by a parent or grandparent. The parent coordinator, family worker and ESL teacher call parents by phone to ensure their attendance. These 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. The parent orientation video is played and a review is given of all three programs available to ELLs in the city, student and parental rights and provide translated 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 Parent Survey and Program Selection forms.

3. The ESL teacher, Ju-I Shih, and the Assistant Principal, Diana Barros, are both well versed in the CR Part 154 compliance regulations. They follow and ensure that all the mandated ELL procedures for testing students, placing students and informing parents are followed. The entitlement letters and parent surveys are always given to parents and filled out during the parent orientations. After the forms are reviewed the original is placed in the student's cumulative folder and a copy is placed in a central file in the main office.

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 weekly to discuss students and ensure all aspects are flowing smoothly. Students are always placed in the bilingual program as the default program. 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. 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. If a parent strongly objects after the orientation, the assistant principal will meet with the parent individually to address and dispell any concerns the parent may have. Then, the academic advantages (including citing research) of bilingual education over ESL only for their child are explained in greater depth. If the parent still insists, the parent is informed that the child will receive ESL as mandated to ensure help acquiring English proficiency. Great effort is made knowing and interacting with parents in order to bring ELL PS178 parents into the school on a regular basis. To ensure maximum communication with ELL parents the parent coordinator works very closely with ELL parents by always reaching out to parents in the morning when they come in to drop off their children and inviting them into the parent room where different topics are explored and resources shared each week. Parent orientations are not the only reunions with ELL parents to help keep them informed of resources and options.

5. After a review of the parent survey and program selection forms over the past 3 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). Last year, we tried a more intense approach at registration by spending more time informing parents of possible ELLs about the bilingual/dual language program options, their format and the benefits for their child. This was in addition to the ELL orientation sessions. The parent coordinator, ESL teacher, family worker and assistant principal encouraged parents to come to Wednesday morning coffee sessions in the parent room to discuss school topics, school programs and resources. We reversed the above percentages to 33% ESL to 67% Bilingual. This year we continue to hold an even slightly higher bilingual percentage: 32% ESL to 68% Bilingual

6. Over the years, PS 178 parents have overwhelmingly 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.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s): Spanish
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	54	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
Dual Language	35	0	1							35
ESL	19	0	10							19
Total	54	0	11	0	0	0	0	0	0	54

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	16	12	14	7	4	11													34	30
Chinese	0	1	0	0	0	0													0	1
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>Lithuan</u>				1															0	1
TOTAL	16	13	14	8	4	11	0	34	32											

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 20

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 2

Hispanic/Latino: 35

Native American: 0

White (Non-Hispanic/Latino): 32

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	3											19
Chinese	0	0	0											0
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
Other	0	0	0											0
TOTAL	6	10	3	0	19									

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Bilingual and ESL teachers use many strategies for our largest subgroup 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. In addition, teachers use many other strategies to provide access for ELL-SWDs to academic content areas and accelerate English language development throughout the day such as: contextualization, reduced text, adapted materials, teacher modified tasks, chunking, CALLA strategies, visual supports, realia, leveled trade books from scholastic, BeBop & Sundance & Reading Reform. We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs through CTT classrooms, streaming during literacy, flexible grouping for different academic purposes, specials (art, music, dance, gym, performances and projects, etc.

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
- Intensive Vocabulary Development

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

A. Programming and Scheduling Information

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 NYSESLAT 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. We will also begin to train teachers to use the Instrumento de Observacion this year.

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 (NYSESLAT). 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.

Push –In Model

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,

A. Programming and Scheduling Information

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.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

In each classroom in our early childhood school, 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 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. Required services and support correspond to ELL's age, grade and academic performance levels. Teachers work closely with the ISC/PPC team to ensure that the best supports are in place and that they are all based on their current performance levels/needs, grade level and age. Weekly PPC (Pupil Personnel Committee) meetings are held to ensure all services such as Counseling, OT, PT, Speech, SETTs are in place and at just right levels. Materials are purchased and adapted in correspondence to the teams assessments/recommendations, grade, age and performance levels. This is an early childhood school that places great emphasis the just right materials and levels for all children. We have a leveled big book and trade books library room. Also teachers have leveled baskets and materials in all classrooms. Teachers also use various ways to modify tasks such as activity modification and workload modifications, etc.

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.

We have several activities in our school to assist newly enrolled ELL students before the beginning of the school year. Parents of incoming ELLs are invited to scheduled tours they can sign up for. The tours are conducted bilingually and parents get to participate in a Q & A session afterwards with full translation. Later we hold two meetings for incoming Kindergarten ELL parents and students in May/June. We give out translated parent guides with tips, support and activities to prepare and support them in getting ready for Kindergarten. Incoming Kindergarten ELL students get to visit their future classroom while parents are at the meeting. In August incoming ELL parents are invited to a picnic in order to start creating a comfortable inclusive community. Extra support is provided to

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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)?

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D. Professional Development and Support for School Staff

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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.

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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 20 sessions. The assistant principal, principal and literacy coach attend monthly study groups at Teacher's College. In addition, teachers are sent to select workshop days at Teachers College throughout the year.

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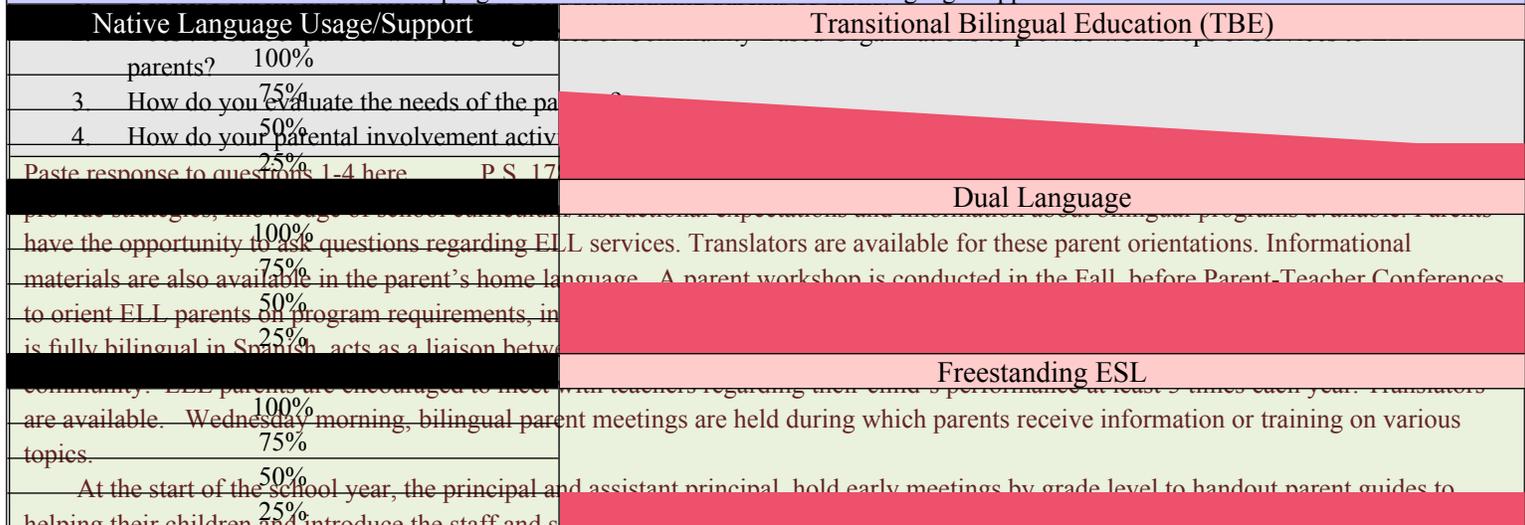
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Native Language Usage and Supports

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



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 (10 weeks long) 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 (3 session series)

In addition, we have a program called "Book Pals" that is run by the parents with the parent coordinatr's help. Parent volunteer on a scheduled basis to read to classrooms on Friday mornings. We have both English and Spanish speaking readers that read in their own language in classrooms of the corresponding language.

We evaluate the needs os parents in various ways. One way is by studying the School Environment Survey which we discuss with the parents association as well as the school leadership which provides even greater feedback. We also get feedback after the many workshops we provide. All parents association meetings consist of ELL representatives from all our three grade levels at which rich parent feedback on many issues. In addition our many meetings and informal coffee and conversation Friday mornings in the parent room provide us with much information about parent needs, concerns and opinions.

In regards to partnerships with CBOs, we only have one at the present. We offer a rich afterschool program that is run in collaboration with the Children's Art & Science Workshop. We hope to create other partnerships in the future.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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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

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 (10 weeks long) 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 (3 session series)

In addition, we have a program called "Book Pals" that is run by the parents with the parent coordinator's help. Parent volunteer on a scheduled basis to read to classrooms on Friday mornings. We have both English and Spanish speaking readers that read in their own language in classrooms of the corresponding language.

We evaluate the needs of parents in various ways. One way is by studying the School Environment Survey which we discuss with the parents association as well as the school leadership which provides even greater feedback. We also get feedback after the many workshops we provide. All parents association meetings consist of ELL representatives from all our three grade levels at which rich parent feedback on many issues. In addition our many meetings and informal coffee and conversation Friday mornings in the parent room provide us with much information about parent needs, concerns and opinions.

In regards to partnerships with CBOs, we only have one at the present. We offer a rich afterschool program that is run in collaboration with the Children's Art & Science Workshop. We hope to create other partnerships in the future.

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)	9	17	2											28
Intermediate(I)	1	5	3											9
Advanced (A)	13	2	2											17
Total	23	24	7	0	0	0	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	1	0										
	I	1	7	0										
	A	13	10	5										
	P	30	7	2										
READING/ WRITING	B	9	17	2										
	I	1	5	3										
	A	13	1	1										
	P	1	2	1										

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	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Professor Juan Bosch		School DBN: <u>06M178</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre Budd	Principal		
Diana Barros	Assistant Principal		
Yolanda Ayala	Parent Coordinator		
Ju-I Shih	ESL Teacher		
Carol Giffen	Parent		
Sandra Vargas	Teacher/Subject Area		
Yasmin Arias	Teacher/Subject Area		
Eileen Pierce	Coach		
Starrett Pierson	Coach		
Dalia Gonzalez	Guidance Counselor		
Benjamin Soccodato	Network Leader		
Nai Oviedo	Other <u>IEP Teacher</u>		
Ohacy Feliz	Other <u>DL Teacher</u>		
Ana Ramos	Other <u>Social Worker</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07M178 **School Name:** Professor Juan Bosch

Cluster: 5

Network: 532

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

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.

- A majority of our school members speak a second language such as; Spanish, Mandarin, Cantonese, Arabic and French. At least 75% of our staff speaks Spanish which is the dominant language of most ELI parents in our school.
- Our staff members routinely translate all written communications that go out to parents. Nothing goes out without a translation.
- School aids, para-professionals, the parent coordinator, the assistant principal and parent volunteers are assigned to classrooms during curriculum nights/parent-teacher conferences and meetings as per language translation needs

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.

- All our oral interpretation services are fulfilled by our in-house staff
- As described above overly sufficient and linguistically diverse staff is ready and equipped to provide simultaneous translations during all activities, meetings and events.
- We hire Dynamics Multilingual Services for our end of year moving up ceremonies held in auditoriums with large numbers of student family members. These are the only events for which we use outside translation services.

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>.

- All DOE documents containing critical information regarding their child's education, limited to: registration, application, and selection; standards and performance, report card; conduct, safety, and discipline; special education and related services; transfers and discharges.
- Translation and Interpretation Unit documents are used where ever applicable & available
- Dedicated office staff handle routine school written announcements and communications sent out
- All student specific critical documents are given in translated versions where needed
- A copy of the Bill of Parent Rights and Responsibilities which rights regarding

translation and interpretation services & translated versions of this document, in the covered languages, are made visible and available to all staff and parents

- Our school posts in a conspicuous locations at or near the primary entrances signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.
- Minor students never provide translation services

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Professor Juan Bosch	DBN: 06M178
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✱Other: Push-In
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: Our Title III program has a focus on accelerating literacy through push-in instructional services that focuses on first and second grade ELLs that are just one or two reading levels below grade level. The instructional goal is to accelerate informational text/non-fiction reading comprehension and movement along reading levels through an intense focus on tier 2 vocabulary development and targeted comprehension strategies. Students will master a new comprehension strategy each week and 10-6 new Tier 2 vocabulary words each week. The ESL teacher will push-in during social studies/science content reading and writer's workshop. The rationale is to accelerate literacy skills, language learning and content knowledge by integrating vocabulary development and comprehension strategies into the science and social studies content periods as well as tying this with the writer's workshop period.

"Comprehension instruction should be balanced – it needs to include explicit instruction in comprehension strategies and a lot of time reading, writing, and discussing text" (Duke & Pearson 2002). By reinforcing comprehension strategies in the content area reading and stretching these into the writer's workshop we are providing deeper practice, learning, and internalization of skills. "Strategic reading involves conscious application of specific strategies selected from several possibilities" (Honig et al. 2000). The opportunity we provide to rehearse one new comprehension strategy each week across the curriculum provides deeper learning and practice which we expect will lead to more independent application of strategies taught. The Guided Release of Responsibility model (Pearson and Gallagher 1983) tell us that students need explicit description of the strategy, how and when it should be used. The teacher needs to model it, provide time for practice together and then independently. In addition, opportunities to practice in new reading situations are most important. Vocabulary development is, also, a very important focus since this also affects reading comprehension and achievement. The ESL teacher and classroom teacher select tier 2 words that will have the most impact across literacy and content goals each week. The ESL teacher helps accelerate their vocabulary learning using a variety of scaffolding strategies from Sheltered Instruction to the CALLA method. One strategy the "semantic feature analysis" which is a graphic method of listing and analyzing essential traits/features that define members or examples of a particular category or concept not only helps comprehension but helps develop vocabulary. Many other visual strategies such as rehearsing, mapping, clustering, structural overviews are also taught and many others. By tying their comprehension strategy and vocabulary learning to the content learning the student is provided with a more meaningful learning context which is especially helpful to ELLs and which helps them reach the higher expectations for informational text reading & writing in the new core standards.

The subgroups and grade levels of students to be served are first and second grade ELLs that are just one or two reading levels below grade level are ELLs in the bilingual program that are not seen by the

Part B: Direct Instruction Supplemental Program Information

ESL teacher. For the schedule and duration, the ESL teacher pushes into the first grade English component of the dual language classroom three times a week for 50 minute blocks of instructional time. She, also, pushes into the second grade English component of the dual language classroom three times a week for 50 minute blocks of instructional time. An additional period a week is used to articulate about student progress and next steps with the teachers and the assistant principal. The language of instruction is English. For the number of certified teachers for this focus we have one ESL certified teacher. The types of materials we are using are the leveled nonfiction libraries in the classrooms the ESL teacher is working in as well as leveled baskets from our book room as well as from her collection of nonfiction trade books. These are TCRWP leveled books from various companies such as Bee Bop, Scholastic, Sundance, Newbridge and Heinemann leveled nonfiction collections. Two additional sets of Newbridge nonfiction grade 1 & 2 readers were also purchased for this push-in program. Some books and materials used as reference for accelerating vocabulary development and selecting best Tier 2 words from student content learning are Reading, Writing and Learning in ESL” by Peregoy & Boyle, “Learning Words Inside & out” by Frey & Fisher, “Teaching Basic Advanced Vocabulary” by Marzano and various articles by Isabel Beck and Kate Kinsella. Other materials used in the classroom with the students such as charts and visual aids, etc are all teacher made or TCRWP materials.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale: One strand of the professional development will be on vocabulary development. All teachers will receive this training. The assistant principal, Diana Barros, has started delivering a series of 5 workshops on accelerating vocabulary development strategies for ELLs. An emphasis will be place on how these strategies are good for all learners not just ELLs and SWDs. The training commenced with the dual language/bilingual teachers (Sandra Vargas, Liz Albuquerque, Yasmin Arias, Noelina Pena & Ohacy Feliz)/bilingual SETTS (Nai Oviedo) and ESL teacher (ju-I Shih). The Schedule and duration will be as follows: After each one-hour session each individual teacher in the core group of teachers mentioned above will turn-key the training at each of the next grade level meetings. For example, the first grade bilingual teacher will deliver the training at the next first grade level meeting. This deepens and widens the learning and develops individual teachers as instructional leaders. The total number of sessions will be 5 sessions multiplied by each grade level(K, 1st & 2nd Grade) receiving training (3 grade levels multiplied by 5 sessions for a total of 15 additional training sessions). The first session took place on November 8th, December 6, January 10, February 7, March 13. The topics for the training sessions are: Oral Language strategies & Activities to Develop Vocabulary; Targeting & Integrating Tier Two Vocabulary Effectively; Developing Academic Vocabulary in Context; Creating Teacher Materials to Support Vocabulary Development; Using Technology to reinforce Vocabulary Development. For this effort copies of Learning Words Inside & Out by Nancy Frey and Douglas Fisher were ordered for every

Part C: Professional Development

teacher in our school.

Other professional development each 2 hours each : September 14, 2011 (Dual Language teachers)“Leveling Spanish trade books for Spanish Reader’s & Writer’s Workshop”: October 12, 2011 (all teachers) “Small Group Instruction: Using NYSESLAT, ELL & TCRWP data to inform Instruction” ; December 15, 2011 (all teachers)“Differentiated Instruction for ELLs; January 5, 2011 (Dual Language Teachers)“Preparing Students for the NYSESLAT”; March 6 2012 “Common Core Standards Curriculum Planning for ELLs”.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: Our parental involvement includes workshops and activities that make ELL parents comfortable and feel involved while providing them useful information and skills. Our school offers our ELL parents a 10-week long ESL classes series. The Topic, schedule, duration and provider name for this series: “Learn English for Work and School” - Each session is one hour and a half long. Parents commit to the whole ten weeks. The provider name is Xana Metaj of the We are New York Community Leadership Project. This is offered every year because it is well liked and well attended.

The Topic, schedule and duration of monthly sessions with provider names: Below are the topics of some of the Wednesday morning hour-long parent monthly sessions: How to Read Aloud to your child (in Spanish by dual language teacher, Yasmin Arias); Literacy activities to help your child acquire sight words at home (in Spanish by Sandra Vargas, dual language teacher); Free or cheap resources and programs to enrich your child’s education (Nai Oviedo, bilingual SETTs teacher); Games & songs to help your child learn and have fun at home (Spanish & English by Nai Oviedo, Bilingual SETTs teacher)) Part I; Games & songs to help your child learn and have fun at home (Spanish & English by Diana Barros, assistant principal) Part II; How to use internet websites and resources to help your child acquire or improve Spanish literacy skills (3 session series provided by the assistant principal, Diana Barros)

Parents are notified of these activities through translated letters and flyers that are sent home. In addition, they are posted on the parent bulletin board and in the parent room where the PTA announces them at their Morning Coffee Fridays.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		