



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PROFESSOR JUAN BOSCH ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 06M178

**Principal:** DEIRDRE BUDD

**Principal Email:** DBUDD@SCHOOLS.NYC.GOV

**Superintendent:** ELSA NUNEZ

**Network Leader:** BENJAMIN SOCCADATO

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deirdre Budd	*Principal or Designee	
Dalia Gonzalez	*UFT Chapter Leader or Designee	
Susan Coots	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Laurie Burke	Member/ Chair, UFT	
Eileen Pierce	Member/ Secretary, UFT	
Gloria Short	Member/ UFT	
Jennifer Hoppa	Member/ Parent	
Kenia Lee Sam	Member/ Parent	
Alistair Wallace	Member/ Parent	
Julissa Vargas	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of all classroom teachers will participate in planning and implementing the new Ready Gen curriculum to support our school wide instructional shifts toward CCLS.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After completing a needs assessment including analyzing student performance data from the NY State assessment ELA (Grade 3), Teaches College Assessment Pro, and "on demand" writing assessments, we determined there was a need for a more rigorous integration of literacy across content area. Our school looked at various programs suggested by the DOE in order to match the appropriate curriculum to meet the needs of our students. To implement the new Citywide Core Curriculum, specifically Ready Gen, classroom teachers and coaches together with administration attended professional development provided by Pearson. Professional development will continue throughout the year for school staff.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers attending the four city-wide PDs provided by Pearson [Danielson's Framework Domain 4]
2. Teachers will participate in monthly in-house PD provided by coaches, lead teachers, and the curriculum committee [Danielson's Framework Domain 1 and 4]
3. Teachers will participate in classroom inter-visitations during literacy [Danielson's Framework Domain 4]
4. Teacher teams will meet weekly to evaluate the effectiveness of Ready Gen horizontally across the grade [Danielson's Framework Domain 4]
5. Teacher teams will meet monthly to evaluate the effectiveness of Ready Gen vertically across the grades [Danielson's Framework Domain 4]

#### B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include Principal, Assistant Principal, coaches, and teachers
2. Key personnel include coaches and Lead teachers
3. Key personnel are all teachers, and coaches
4. Key personnel include classroom teachers, coaches and administrators
5. Key personnel include curriculum team, teachers and coaches

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Based on classroom observations teachers will implement the Ready Gen curriculum.
2. Students will develop the skill of using evidence to support arguments in whole/small group discussion, which will then transfer to a growth in text-based evidence writing in literacy as measured by school wide CCLS rubric. Also, students will develop the ability to engage in high quality discussions with peers, using text-based evidence, which will transfer to deeper reading comprehension and higher order thinking skills.
3. Teachers will continue to develop best practices using the Danielson Framework.
4. Students will develop the skill of using evidence to support arguments in whole/small group discussion, which will then transfer to a growth in text-based evidence writing in literacy as measured by school wide CCLS rubric. Also, students will develop the ability to engage in high quality discussions with peers, using text-based evidence, which will transfer to deeper reading comprehension and higher order thinking skills.
5. See Above.

#### D. Timeline for implementation and completion including start and end dates

1. July 2013 through June 2014
2. January 2014 through June 2014
3. January 2014 through June 2014
4. January 2014 through May 2014
5. January 2014 through April 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ready Gen yearlong workshops provided by DOE and networks

2. Saturday Literacy Curriculum planning to facilitate vertical and horizontal curriculum planning
3. Monthly inter-visitation schedule
4. Grade common prep schedule to facilitate grade level curriculum planning. Safety Program and Sustainability Assemblies to provide additional time for classrooms teachers to plan curriculum.
5. Monthly grade meetings with Principal and Assistant Principal. Safety Program and Sustainability Assemblies to provide additional time for classrooms teachers to plan curriculum

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Donuts with De De: informational sessions with parents
- The Parent Coordinator, Principal, and other staff will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries
- All school correspondence will be translated into Spanish
- Translation services will be available at all parent meetings
- Family Literacy Night

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL Funds, Title I SWP

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of classroom teachers in grades K-3 will participate in Math professional development to plan and implement the new Go Math curriculum to support our school wide instructional shifts toward CCLS.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After completing a needs assessment including analyzing student performance data from the NY State assessment Math (Grade 3), EnVison Math Assessments, and Math Performance Tasks, we determined there was a need for a more rigorous Math curriculum. Our school looked at various programs suggested by the DOE in order to match the appropriate curriculum to meet the needs of our students. To implement the new Citywide Core Curriculum, specifically Go Math, classroom teachers and coaches together with administration attended professional development provided by Houghton Mifflin. Professional development will continue throughout the year for school staff.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher attending the four city-wide Go Math PDs provided by Houghton Mifflin [Danielson's Framework Domain 4]
2. Teachers will participate in bi-monthly in-house PD provided by coaches, lead teachers, and the curriculum committee [Danielson's Framework Domain 1 and 4]
3. Teachers will participate in classroom inter-visitations [Danielson's Framework Domain 4]
4. Teacher teams meet weekly to evaluate the effectiveness of Go Math horizontally across the grade [Danielson's Framework Domain 4]
5. Teacher teams meet bi-monthly to evaluate the effectiveness of Go Math vertically across the grades [Danielson's Framework Domain 4]

**B. Key personnel and other resources used to implement each strategy/activity**

1. Key personnel include Principal, Assistant Principal, coaches, teachers

<ol style="list-style-type: none"> <li>Key personnel include coaches and lead teachers</li> <li>Key personnel include all teachers and coaches</li> <li>Key personnel coaches, classroom teachers and administrators</li> <li>Key personnel include curriculum team, teachers, and coaches</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Based on classroom observations teachers will implement the Go Math curriculum.</li> <li>Students will develop the skill of using evidence to support arguments in mathematical discussions, which will then transfer to stronger problem solving ability, as demonstrated in rigorous, standards-based performance assessment tasks. Students will engage in high-quality peer discussions in mathematics, developing the skills of responding to and extending each other's thinking and crafting questions which will result in a deeper understanding of CCLS mathematical processes.</li> <li>Teachers will continue to develop best practices using Danielson Framework.</li> <li>Students will develop the skill of using evidence to support arguments in mathematical discussions, which will then transfer to stronger problem solving ability, as demonstrated in rigorous, standards-based performance assessment tasks. Students will engage in high-quality peer discussions in mathematics, developing the skills of responding to and extending each other's thinking and crafting questions which will result in a deeper understanding of CCLS mathematical processes.</li> <li>See above.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>July 2013 through June 2014</li> <li>January 2014 through June 2014</li> <li>January 2014 through June 2014</li> <li>January 2014 through May 2014</li> <li>January 2014 through April 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Go Math yearlong workshops provided by DOE and networks</li> <li>Saturday Math curriculum planning to facilitate vertical and horizontal curriculum planning</li> <li>Monthly inter-visitations schedule</li> <li>Grade common prep schedule to facilitate grade level curriculum planning</li> <li>Bi-monthly grade meetings with Principal and Assistant Principal</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>Donuts with De De: informational sessions with parents</li> <li>The Parent Coordinator and other staff will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries</li> <li>Family Math Night: students and their families participate in hands-on problem solving activities</li> <li>All school correspondence will be translated into Spanish</li> <li>Translation services will be available at all parent meetings</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
NYSTL Funds, Title I SWP										

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, at least 60% of all ELL students will show one year literacy progress as measured by Independent Reading Level (Fountas and Pinnell).

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 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's Cabinet's analysis of TCRWP Assessments (benchmark and year end) found a need for greater growth in ELL student independent reading levels  
*As per the results of the above findings, we have made continued progress towards our ELL population goal for the school year*

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers attend PD on the following topics: ELL strategies; vocabulary development; use of rubrics with the language of the standards to provide specific feedback to student regarding their work; interpretation and use of ELL data; integrating language goals in lesson plans and in daily teaching [Danielson's Framework Domain 1, 2,3, and 4]
2. Third Grade Saturday Academy, which will include ELLs [Danielson's Framework Domain 1, 2, 3, and 4]
3. Teacher Teams will scaffold the Ready Gen literacy program to meet the needs of ELLs [Danielson's Framework 1, 2, 3, and 4]

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Key personnel are Assistant Principal, ESL teacher, and Network support
2. Key personnel are Principal and teachers
3. Key personnel are Administrators, ESL teachers, teachers, and Network support.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students show an increase in Independent Reading Levels. Lessons plans are differentiated to meet the needs of ELLs and an increase of lessons which include language goals.
2. 90% of Third grade ELLs will attend the Third Grade Saturday Academy.
3. Based on classroom observations teachers will more effectively scaffold lesson to meet the needs of ELLs.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014
2. January 2014 through March 2014
3. September 2013 through June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Grade common prep schedule to facilitate grade level curriculum planning, which include ELL strategies.
2. Saturday Literacy curriculum planning to facilitate vertical curriculum planning including ELL strategies.
3. Bi-monthly inter-visitations schedule for teachers with ELL population, and monthly grade meeting with the Assistant Principal

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Donuts with De De: informational sessions with parents
- The Parent Coordinator, Principal, and other staff will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries
- All school correspondence will be translated into Spanish
- Translation services will be available at all parent meetings

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
N/A

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
N/A

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Great Leaps, Explode the Code, Foundations, Wordly Wise, Making Connections, Reading Rescue, Waterford Early Intervention, repeated readings, interactive writing, shared reading, guided reading.	Small group, one-to-one, tutoring	During the day, extended day
<b>Mathematics</b>	Smartboard activities, repeated practice, hands on activities	Small group, one-to-one	During the day, extended day
<b>Science</b>	Waterford Early Intervention Program	One to one	During the day, extended day
<b>Social Studies</b>	Repeated readings, interactive writings, shared reading and guided reading	Small group	During the day, extended day
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	Interpersonal Skills, conflict resolution skills, demonstrating self control, identifying values, expressing feelings, identifying strengths, cooperative behavior in groups, setting boundaries, Respect for All, Anti-bullying strategies, Safety Skills.	Small group	During the day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring Halls, Consultation Committee, Lead Teachers, Teacher Teams, Rtl Team, Informal Observations/Feedback, Danielson Framework for Teaching, Yearly Professional Goals, Critical Friends, Professional Development: <ul style="list-style-type: none"> <li>• Ready Gen Professional Development</li> <li>• Go Math Professional Development</li> <li>• Rtl workshops: CFN 352</li> <li>• UbD workshops: CFN 352</li> <li>• ELL workshops: Office of ELLs</li> <li>• Music Workshops: WHIN</li> <li>• Waterford Workshops: computer literacy/math/science</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development in: <ul style="list-style-type: none"> <li>• Technology</li> <li>• Ready Gen</li> <li>• Go Math</li> <li>• Waterford Workshops</li> <li>• UbD Workshops</li> <li>• Danielson Framework for Teaching</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing, STH funds, are used primarily to aid students by buying students' school supplies, school uniforms, any school fees (i.e., pictures, trips, book fairs) and metro cards for students and their parents.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Tours are conducted starting in September through March for interested parents. Letters are sent home with information regarding kindergarten registration. Principal attended two district wide kindergarten informational meetings.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
After investigating multiple assessment measures, and looking at current student data which include NYSESLAT, Benchmark IRL, and our math benchmark assessment, the staff then voted to decide which assessments are appropriate for students in our school. Coaches, Principal, and Assistant Principal meet regularly with Teacher Teams to examine student data and decide strategies for next steps together.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP)**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>178</b>
School Name <b>Prof. Juan Bosch</b>		

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

Principal <b>Deirdre Budd</b>	Assistant Principal <b>type here</b>
Coach <b>Eileen Pierce, Literacy Coach</b>	Coach <b>Math Coach, Starrett Pierson</b>
ESL Teacher <b>Patricia Sanchez</b>	Guidance Counselor <b>Dalia Gonzalez, Social Worker</b>
Teacher/Subject Area <b>Yasmin Arias, Dua Language</b>	Parent <b>Christine Zimbalest</b>
Teacher/Subject Area <b>Sandra Vargas, Dual Language</b>	Parent Coordinator <b>Yolanda Ayala</b>
Related Service Provider <b>Nai Oviedo, SETTS</b>	Other <b>Ana Ramos, SAT Team</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>240</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>20.83%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	2	2	1										6
<b>Freestanding ESL</b>														
Push-In	1													1
Pull-out	3	3	3											9
<b>Total</b>	5	5	5	1	0	0	0	0	0	0	0	0	0	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	29									29
ESL	21		9							21
Total	50	0	9	0	0	0	0	0	0	50

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	3	16	14	27	9	20	3	16											29	79
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	3	16	14	27	9	20	3	16	0	0	0	0	0	0	0	0	0	0	29	79

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 38      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 2      Asian:           Hispanic/Latino: 89  
 Native American:           White (Non-Hispanic/Latino): 10      Other:     

**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	3	7	5	3										18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											2
<b>TOTAL</b>	4	8	6	3	0	0	0	0	0	0	0	0	0	21

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	0	0										2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	13	6	0										21
Advanced (A)	4	8	9	6										27
Total	7	22	15	6	0	0	0	0	0	0	0	0	0	50

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

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 (SWD)					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 (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

Our school uses the Fountas & Pinnell Benchmarks to assess all our students. In addition we use Performance Based Assessments generated by the teachers to continually look at literacy and writing development and needs throughout the year. For our Dual Language Spanish literacy we use sistema de evaluacion and teacher generated Spanish Performance based Assessments. Our data shows that our ELLs especially need extra help with vocabulary development and fluency. As a result we have instituted a systemic lesson planning system to ensure all lessons include language (vocabulary and language structure goals). We, also, teach and reteach vocabulary in all content areas and look for ways to reuse and recycle the vocabulary throughout the day and the content areas to support deeper learning. Within the Dual Language program we find that weak readers that are performing below grade level in both languages, often accelerated in to grade level when we give them all or most of their literacy in their native language. Once they reach grade level in their native language we resume 50/50 model of literacy which also produces gains in their second language reading performance. Last year, 60% of our second grade ELLs in dual language program were on grade level. This year those Second graders are in Third grade with 80% on grade level. We find that our ELLs need the most support at the first grade in attaining grade level performance and that if they get that intense support their performance improves greatly by second and third grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

According to our NYSESLAT results and our data analysis, we have observed the following schoolwide:

- LAST YEAR: 18% were beginner, 36% were intermediate, 36% were advanced & 10% were proficient
- THIS YEAR: 4% are beginner, 40% are intermediate, 50% are advanced & 6% are proficient

Last year we had 55% Kindergarten ELLs scoring at the beginner level. Those K students are now First grade students mostly scoring at the Intermediate level with the largest portion (75%) in the Dual Language program which indicates good growth for the percentage of beginner Kindergarten students becoming Intermediate in our Dual Language Program. Last year, of our first grade ELL students 45% were beginner. Those First Grade students are now Second grade students mostly scoring at the intermediate level with the largest portion (78%) in the Dual Language Program. Last year, of our Second Grade ELLs 30% were beginner, 70% Intermediate and 30% Advanced. Those Second Grade students are now third Grade students scoring 100% Advanced in both Dual Language and ESL programs. This data revealed to us that the intense attention we provided ELLs in first and second grade through intervention, Saturday ESL Academy and extended day gave them a great boost from Intermediate to Advanced levels, with all third grade students now at the Advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Paste response to question here:

4. For each program, answer the following:

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

Paste response to questions here:

According to our NYSESLAT data listed in our response to question #2, our ELLs tend to make better gains during from kindergarten to second grade from beginner levels of proficiency towards intermediate. From First grade to Second grade they make good gains from Intermediate to Advanced. By Third grade our ELL students were all at the Advanced level of proficiency with over 6% becoming proficient. Our students have not taken any standardized tests as of yet since this is the first year we have a third grade class. However, when we administer the benchmark assessments in the sistema de evaluacion we find that most of our students have weak skills

in both the native language and second language literacy. However, when given intense intervention in their native language they do make greater gains in literacy in both languages. Our ongoing assessments indicate our students need intense support with text complexity and vocabulary with the greatest need currently in our second grade. As a result, the administration and the coaches have instituted an intense focus on language structures required of students in order to negotiate for meaning and vocabulary instruction with scaffolding strategies to support learning. In addition, our second grade ELLs receive intense targeted intervention in literacy. The native language is used to strengthen and support their literacy development. ELLs that are dominant Spanish speakers receive a greater bulk of their literacy instruction in their native language until they reach grade level in Spanish at which time they resume the 50/50 language instruction for literacy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

Our school uses data to inform all instructional decisions at all levels from classroom decisions, program wide, school wide and for specific purposes or populations. The coaches and assistant principal meet with teachers on a regular basis during team meeting and grade level meetings to discuss and look at student work as well as running records and other assessment data. Patterns are discussed and strategies created to help students build on strengths and improve areas of need. For RtI the RtI team meets regularly to discuss and evaluate the progress of students receiving RtI. The RtI groups are flexible and students are rotated in and out of groups in cycles to be no more than 6 weeks. Teachers always bring their anecdotal, observations, checklist and classroom assessment binders, including student work and running records. We discuss individual student progress bi-weekly to determine whether student is making satisfactory progress and determine what new strategies or methods can be employed if they are not moving at a good pace. Our RtI begins by looking closely at how the teachers are scaffolding and differentiating for the students, then progresses to Tier 2 instruction outside of the classroom and progresses to Tier 3 for those students that still require more intense help. The native language is always a main focus of instruction for all ELLs that are Spanish dominant within the students classroom and even when they progress to tier 2 & 3. We employ the Estrllita program and intense help in guided reading in Spanish outside of the classroom as well at a more intense level.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

The ESL teacher and the assistant principal as well as the coaches always ensure that all teachers have ELL data such as LAB-R, NYSESLAT levels & Spanish literacy levels (for Dual Language programs) updated and always available for all ELLs. All collected disaggregated data in our excell data sheets always indicate our ELLs and IEP students. So that data can never be looked at without knowing who our ELLs and IEP students are. In addition, our lesson templates always require teachers take this information into account as well as what vocabulary and language structures are to be covered in the lesson.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

Our English proficient students are assessed in the second language (Spanish) by utilizing sistema de evaluacion. This assessment is administered to all students English and Spanish dominant students three (3) times a year. At the lower grades they are also administered the Estrellita assessments. In our first third grade class (by early October), of our English Proficient students 27% were approaching grade level in the second language and 71% were below grade level in their Spanish literacy levels. This year will be the first year our students take the state and city assessments in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

Our schools evaluates the success of our programs for ELLs by looking at all the data we have listed in our responses to the prior questions such as by looking at: NYSESLAT scores, Fountas & Pinell benchmark assessments, PBAs (Performance Based Assessments) and the quality of student writing as evaluated through our rigorous CCLS aligned writing rubrics.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

The ELL Identification Process and structures at P.S. 178 are carefully designed to ensure proper identification of ELLs and that parents understand all their program options and rights as per 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.

If parents have all the required documentation, the bilingual family worker checks all documents and completes the registration. The (Spanish bilingual) ESL licensed and state certified teacher, Patricia Sanchez, 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 Spanish & English and the assistant principal speaks Spanish & English. Since we also have a staff member available that speaks Arabic and French (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, Patricia Sanchez, 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.

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.

Paste response to question here:

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Paste response to question here:

The ESL teacher, Patricia Sanchez, 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. 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.

Paste response to question here:

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

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 coordiate 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 reviewd, 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.

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

Paste response to question here:

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: 30% ESL to 70% Bilingual. 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 V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

Most of this is answered in questions 3, 6 & 7, so I will summarize here. We use a variety of organizational models. For ESL we use both push-in and pull out. We base which model we use on what we determine will help the student most. During literacy instruction we have clusters push into classrooms to provide small group/individualized instruction in either English or Spanish depending on what the child requires. Our organizational models are flexible and collaborative so that we provide support at the student need. Therefore, our staff will flexibly push in or pull out to support student learning. All our classes are totally heterogeneous - we believe in inclusion. We do not create classes based on language levels, special needs or academic levels. Since we are a K-3 school our students remain in the class with their teachers and do not change classrooms.

We have the same high expectations for all our students. All our students have the same curriculum, rubrics, and measurements of progress. The only difference for our ELLs is the level of scaffolding, strategies and support materials we employ to reach the same high expectations.

Our school continuously monitors ELL student progress by looking at student work, formal and informal assessments, running records, etc.,. We systematically adjusts instructional planning based on a wide variety of evidence and data at regular bi-weekly meetings. Our teachers, coaches and administrators make sure they know the ELL population and their individual needs and strengths. Our school organization and structure is palned and set to maximize collaboration and planning time among teachers, administration, coaches and all stakeholders beginning the way the school schedule is programmed to include a minimum of 3 common grade level planning periods a week. Our teachers support and learn from each other through a critical friends model, intervisitaionin, shared planning and a conitnuous collaborative culture. Everyone in the school recognizes the interdependency of language proficiency and content instruction ensuring this is kept in mind thourghout all discussions, planning and instruction. The principal hones the capacity of staff to enrich language development and academic concepts and skills . All rubrics, curriculum and instruction are constantly tweaked to be aligned to the Common Core learning Standards. Most importantly, our school highly values parent and community involvement, always making sure that both are a part of our school's culture through the many events, volunteer opportunities and programs in the school.

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)?

Paste response to questions here:

Our ESL teacher and the assistant princiapl set up the schedule of ESL services based on each students level of proficiency and the mandated number of minutes each child must receive according to part 154. Beginner and Intermediate ESL students receive a minimum of 360 minutes of ESL instruction weekly. Advanced ESL students receive a minimum of 180 minutes weekly of ESL instruction. Our ELL students in the Dual language program receive more than the required 180 minutes of NLA because we have a 50/50 (Spanish/English) model.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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 for 11 years and a first year ReadyGen, teachers use the readyGen close reading, 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. All our teachers get regular training in ELL strategies and ReadyGen curriculum as well as continuous support from our literacy coach and assistant principal with guided reading and reading strategies. Teachers meet weekly with the coaches and administrators workshops to perfect and refine their instruction. We ensure that the training 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 & Close 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 develop & fine tune units in Spanish and English with leveled books in both languages for close reading, independent reading and benchmark assessments.

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

In each classroom, teachers accommodate students with different English development levels through differential instruction and small flexible grouping. We are able to use teachers who push-in part of the day to enable small group instruction. Children are grouped using their LAB-R and 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, PBAs, Sistema de Evaluacion & Estrellita.

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, heterogeneous grouping, and conferences. The E.S.L. teacher applies strategies and methodologies that support second language acquisition while scaffolding our English language learners in expanding their literacy skills. These strategies include incorporating Total Physical Response, hands-on activities, visuals, charts, questioning strategies, repetition, and manipulatives into the instructions. Materials used include charts, graphic organizer, picture cards, manipulatives, word cards, big books, fiction and nonfiction books, and guided reading texts. The second grade ESL program is entirely push-in and involves careful planning with the second grade teachers in order to maximize content and language learning.

Pull-Out Model

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

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

Paste response to question here:

The assistant principal meets with all dual language teachers bi-weekly to review student progress and their assessments such as running records, sistema de evaluacio , student writing and Estrellita to monitor progress in both languages in order to make sound decisions about instructional next steps and language instruction. For our first year having state testing the testing coordinator, ESL teacher and assistant principal have started to review and make decisions about which students need to take tests in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

The teachers have checklists that are used to monitor progress in all modalities. These checklists are part of our meetings during which we discuss student progress. This method is what informed us that our kindergarten and first grade needed more support with listening and speaking. We also use kate knisellas lists and support for determining what structures students require at different levels.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

All our ELLs are newcomers because we have always been a K-2 school. This is the first year we have a third grade. Our plan is as outlined in our explanation of how we deliver instruction in all the content areas. We provide instruction that includes many strategies ranging from TPR, to sheltered instruction. We take a holistic approach including support for all the senses and lots of hands-on inquiry based instruction. We also, provide a plethora of NLA resources and materials always racing to have sufficient or additional resources in the NLA. At least 40% of our ELLs are in the USA less 3 years, so we are mindful to always provide all the ELL & NLA supports we can throughout the day and the contents. They get assigned a buddy and the ESL teacher, parent coordinator and assistant principal monitor their progress socially and academically to make sure they are making oprogress and fully integrated and happy. We invite the parents to come in for conversations, concerns and workshops. For any SIFE we may have in the future, we will monitor their progress as a team and the ESL teacher, parent coordinator and assistant principal will ensure they receive intervention, extended day and any other supports the child study team and social workers deem they need. they will, also, be provided instruction and materials at their level and in their native language. We do not have any long term ELLs as of yet because we have only moved up to third grade this year. Former ELLs are provided with ELL strategies and carefull monitoring by their classroom teachers, ESL teacher and assistant principal. All teachers and concerned staff are informed of who the former ELLs are, so that we can ensure that they get preference for intervention or any supports that they are entitled to in a timely manner.

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

Paste response to question here:

Teachers receive content rich and text modified instructional materials at various literacy levels for the content area to ensure that all students can access the content they need to understand and master. Teachers receive training in ELL & UDL strategies at grade lvel meetings and workshops. The administration and coaches provide ongoing support at planning meetings, classroom visits and through modeling. Related service providers as well as the ESL teacher, also, provide support through modeling and consulting support. All classrooms contain smartboards, document cameras, visuals, charts, realia and manipulatives that are utilized regularly to make content more comprehensible to students. Students are provided with multiple scaffolding and modifications of lessons and tasks to ensure success. Our school utilizes school moves, yoga, iPad apps and technological supports and software to support students at their level of performance or need.

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

Paste response to question here:

Our students receive SETTs and ICT during the parts of the day they require these supports. In addition, our related service providers will push-in when it is determined that the support would be best delivered in the room for the amount of time the child needs. Speech is also an important service/support they receive - ensuring they receive it in their native language.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

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

For Tier I we provide lots of support and training to teachers on differentiated instruction, scaffolding strategies, UDL, center activities and materials at different levels in both languages. For Tier II we have cluster teachers use a variety of programs such as Estrellita, intense guided reading in Spanish, Fountas & Pinnell leveled intervention literacy, Foundations, etc to provide targeted instruction in Spanish and/or English for students not making sufficient progress in the classroom in their native language or second language. For Tier III we provide intensive daily individualized targeted instruction with Reading Recovery daily by trained staff and literacy coach. Our second grade ELL students this year are receiving the greatest amount of support during targeted intervention for literacy based on their performance on assessments and due to the great jump in text complexity due to the new more rigorous common core learning standards. Our third grade is receiving the greatest targeted support in Math during our extended day this year as a response to their performance on our internal math assessments.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

Our current modes of support, which we started implementing in the spring of last year has helped more of our ELLs reach grade level or near grade level performance as indicated by our end of year and start of year assessments in math and literacy (Spanish & English) for our current third graders.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

We are currently modifying ReadyGen & creating a ReadyGen Teacher & Writers Reading Workshop fused literacy program. We find that ReadyGen is more rigorous than TCRWP in terms of close reading and pushing grade level expectations for comprehension. However, TCRWP is more comprehensive and provides leveling and scaffolding in ways readygen doesn't. Therefore, even though we opted into readygen for this year we are modifying it/adapting by filling in the gaps in literacy instruction ReadyGen does not address.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

No programs or services will be discontinued.

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

Paste response to question here:

Our ELLs are equally included and offered all after school programs and supplemental services.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

We have all content materials and books in classrooms in Spanish and English at the varying required levels for instruction. Realia, visuals, charts, flashcards, smartboards, Ipads, laptops, and smartboards are utilized by all teachers and students to support instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

Native language instruction in kindergarten dual language this year has increased to 80/20 (Spanish/English) in order to give them an extra boost in Spanish literacy and content learning. First to third grade utilize the 50/50 language instruction model. Support is delivered through the scaffolded instruction utilizing all the above mentioned tools for NLA support. In ESL, the teacher uses

similar tools and support without teaching in NLA. For example, she will provide picture dictionaries, bilingual dictionaries, and native language content materials in centers to facilitate learning for students that require the support on an individual as needed basis for reference.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

Our services and support correspond to our ELLs ages and grade levels. For example, Estrellita is used most usually in grades K-1, with Kindergarten using it most intensely. Above first grade it is usually used for intensive support during Tier 2 or tier III. Second grade is getting more intense support in guided reading in both Spanish & English to accelerate their making meaning from text and comprehension. First grade is mostly working on fluency through lots of poetry and chants.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

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 newcomers, especially those coming in after Kindergarten. The ESL teacher holds special orientation sessions for the newcomers where she gives tours of the school areas, staff and their roles. During this time they are introduced to the staff members and their roles in helping them. The students are, also, given extra support in developing school language and procedures. When they start school they are given a classroom buddy to help their initial transition.

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

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

18. What language electives are offered to ELLs?

Paste response to question here:

We are a K-3 school. We offer no elctives.

19. For schools with dual language programs:

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

Paste response to questions here:

Our Dual Language program breaks up the entire curriculum (including the literacy block) into a 50% Spanish and 50% English throughout the grades in our school, except for Kindergarten this year. In order to give the entering EPs & ELLs a boost in Spanish and to

support growth in Spanish into the higher grades, the Kindergarten this year is 80% Spanish and 20% English. The teachers meet regularly to plan and map out the units to ensure no overlap or gaps. Where a need is seen based on careful ongoing assessment and monitoring, some students are streamed for additional guided reading instruction in their dominant language to target literacy performance below grade level. This is done to support and accelerate their reading performance. We find this improves their literacy performance in their Native Language as well as English.

In our Dual Language program language prefers a side-by-side model in the earlier grades. In other words, it is separated through the use of a Spanish and English room and teacher. For second grade dual language, language is separated through time (alternating days). For our first 3<sup>rd</sup> Grade, we are using content as a way of dividing the language and curriculum in order to maintain a 50-50 model of Spanish/English. Emergent literacy is taught simultaneously in both languages, except where a child comes in with no or very little pre-literacy skills, or is below grade. In that case, we stream the child for extra intense guided reading instruction in their Native Language until they make adequate progress. When this happens, they are moved back to a 50-50 time model.

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

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

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

- Attendance at CEI-PEA Network Professional Development workshops.
- ReadyGen & Go Math training days
- Attendance at conferences: DOE, BETACs, and other organizations
- Classroom intervisitations
- School intervisitations
- Inquiry Groups
- Book Clubs
- Mentoring
- Coaching (in classroom modeling, fish bowl, etc)
- Bilingual, ESL and staff related to ELLs will attend the following 2 hour professional development sessions:

1. September 3, 2013 “Common Core Learning Standards Curriculum Planning for ELLs”

2. October 10, 2013 “Small Group Instruction: Using NYSESLAT, Spanish & English F & P running records data to inform Instruction”

3. November 5, 2013 “Scaffolding Academic Vocabulary & Language Structures in the Content Area”

4. December 12, 2013 “Leveling Spanish trade books to support ReadyGen & Spanish Reader’s Workshop”

5. January 9, 2014 “Preparing Students for the NYSESLAT”

6. March 6, 2014 “Differentiated Instruction for ELLs”

In addition,

Teachers will participate in all literacy training sessions with literacy coach and assistant principal where they will acquire best teaching practices for ELLs. The assistant principal, principal and literacy coach attend regular network & DOE trainings which they turn-key to the staff. In addition, teachers are sent to select workshops throughout the year.

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

Every year we provide support to our early childhood staff in assisting ELLs as they transition from our second grade class to third grade in their new school. Members of our staff visit third grade classrooms in the schools that the majority of our second graders go to. In addition, the assistant principal from the key feeder school for our children sits with key staff in our school to articulate our students special needs/strengths, ELL status/programs and receive academic portfolios. She also shares information our teachers can use to prepare our ELL students transition to the new school.

## D. Parental Involvement

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

Paste response to questions 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 reprementatives 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.

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **06M178** 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school determines the primary language spoken by each parent by administering the HOMe Language Identification Survey. The 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 meetings, Parent-Teacher Conferences, curriculum meetings and parent workshops. The findings were reported to the school community through our school's website, report card, and at a Parent Association meeting.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A majority of our school members speak a second language such as Spanish, Cantonese, and Arabic. At least 75% of our staff speaks Spanish, which is the dominant language of most ELI parents in our school. Our Family Worker is assigned to translate all written communications that go out to parents. School Aides, para-professionals, the parent coordinator, the assistant principal and parent volunteers are assigned to classrooms during curriculum nights/parent 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>.

School utilizes all DOE documents containing critical information regarding their child's education, limited to: registration, application, and selection; standards and performances, report card, conduct, safety, and discipline, special education and related services, and transfers and discharges. Translation and Interpretation Unit documents are used wherever applicable and available. Dedicated office staff handle routine school written announcements and communications sent out to parents. All student specific critical documents are given in translated versions where needed. A copy of the Bill of Parent Rights and Responsibilities is displayed in the school's lobby, the Parent Association room, and the Parent Coordinator's office.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Prof. Juan Bosch	DBN: 06M178
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# 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:

Public School 178 (Professor Juan Bosch Public School) is located is part of district 6 and is located in the Washington Heights section of Manhattan. This is a Kindergarten through Second grade school which serves approximately 218 students from culturally diverse backgrounds. The community is home to many new immigrants from the Dominican Republic but we are seeing an increase in English dominant students.

According to the latest available ethnic data, 83% of the students are Hispanic, 11% are White, 4% are African American, 2% Asian and 2% other. Approximately 19 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. Additionally 29% of the students are English Language Learners (ELLs) with Spanish as the dominant language. The majority of students are from low-income families. Our ELLs are served by our Dual Language program and ESL for those not choosing Dual Language as their program of choice. The majority of our ELLs are in our Dual Language Program with a total of 40 ELLs. A smaller number of 24 ELLs are in monolingual classes receiving ESL services through a combination of push-in & pull-out.

The greater percentage (71%) of our ELLs in first grade are at the beginner level of language proficiency and did not meet AMAO targets for language proficiency. Their levels in English literacy are 75% at level 1, 20% at level 2 & 5% at level 3 (at grade level literacy proficiency). Their Spanish literacy levels are higher with about 40% at level 1, 40% at level 2 & 20% at level 3.

Second grade ELLs fall in the intermediate (31%) and advanced (69%) language proficiency levels with no beginner proficiency level students. This grade made some gains in language proficiency from last year. However, they are still lagging in their literacy levels. The majority of the second grade ELLs (78%) fall below grade level in English literacy with 61% at level 1, 17% at level 2 & 22% at grade level or level 3. At closer inspection, many of the levels 2 students are at the cusp and can be moved into level 3 with some focused effort, especially since 60% of these students are at grade level or above in Spanish literacy.

As a result of this data and closer looks at running records and disaggregated NYSESLAT data, we feel our student would be greatly helped by a Saturday academy for first & second grade ELLs. We will target ELLs at level 1 & 2 in English literacy for English intensive reading intervention & NYSESLAT preparation. For second grade we will have one class of 10 ELLs & for first grade we will have 2 classes of 10 ELLs each. They will get one hour of NYSESLAT preparation each session, one and a half hours of intensive English reading intervention & half an hour of Tier II vocabulary instruction. We will have three teachers one certified in ESL and 2 bilingual certified teachers with experience delivering intensive

### Part B: Direct Instruction Supplemental Program Information

reading intervention with the Fountas & Pinnell Leveled Literacy Intervention System and the Getting Ready for NYSESLAT & Beyond Attanassio materials. The Saturday Academy will run for ten weeks (January 5, 12, 19 & 26, February 2 & 9, March 2, 9 & 16 and April 6). Each session will run for a total of 3 hours (9:00 AM – 12:00 PM). One supervisor/literacy coach and ELL expert will be onsite monitoring literacy and language acquisition progress, pushing into classrooms as a coach and providing ELL parents of students attending the Saturday Academy with one hour each Saturday of Strategies to help their children become strong, confident & successful readers through informal workshops with hands on take home activities and coffee.

### 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:

In order to prepare the staff teaching the Saturday Academy we will provide 4 hours of professional development to better strategize and prepare teachers to help the academy students accelerate their learning. This is above and beyond the professional development provided to all teachers that work with ELLs in our building & specific to the Saturday Academy.

Four hours of training & planning as follows:

December 6, 2012 – looking at student language proficiency levels, student work & TCRWP to identify areas of strength, movement and need. Then, using this information to group students & plan effectively to prepare them for the NYSESLAT preparation & intense reading intervention. Review of NYSESLAT & Beyond material updates & Strategic lesson planning.

December 7, 2012 – Training on & overview of Fountas & Pinnell Intervention Program & identification of priority areas of need after revisiting all above data, student work, conferring notes, MSV sheets to better group students for intense instruction.

Regular Professional Development for ALL teachers in our building:

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

1. October 13, 2012 “Leveling Spanish trade books for Spanish Reader’s & Writer’s Workshop”  
\*\*Bilingual teachers only

2. November 9, 2012 “Small Group Instruction: Using NYSESLAT, ELL & TCRWP data to inform Instruction”

### Part C: Professional Development

3. December 11, 2012 “Developing Academic Language & Tier II Vocabulary through Content Area”

4. January 15, 2013 “Differentiated Instruction & RtI for ELLs”

5. February 5, 2013 “Preparing Students for the NYSESLAT”

☐ All bilingual and ESL teachers will attend 5 additional professional development sessions provided by the Assistant Principal/Network/DoE/TC

☐ Teachers will participate in Reading & Writing Workshop training sessions with literacy coach and assistant principal where they will acquire best teaching practices for ELLs

☐ Teachers College ELL coach will work with teachers to model scaffolding strategies for Readers & Writers Workshop

☐ All teachers that do not hold an ESL or bilingual license have attended in house workshops and/or Network/UFT/DoE workshops to complete the 7.5 mandated. New teachers are advised of this requirement at the start of their employment and the school secretary files all documentation/certificates in their file in the main office.

### 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:

Three hour workshops and conversations with coffee will be delivered by the onsite bilingual supervisor/coach (Diana Barros) and/or bilingual certified coach teacher (Patricia Sanchez) to parents each Saturday of the Academy to support parents as their child’s primary and most important teacher. Topics will include the ones listed below and will be designed to expand their knowledge base and awareness of what their children are learning during their academic day. These sessions will help empower parents in helping their children succeed & provide resources and take away activities they can use at home.

☐ Literacy activities to help your child acquire sight words at home (in Spanish) Part I

**Part D: Parental Engagement Activities**

- ☐ Literacy activities to help your child acquire sight words at home (in Spanish) Part II
- ☐ Free or cheap resources and programs to enrich your child’s education (Spanish) Part I
- ☐ Free or cheap resources and programs to enrich your child’s education (Spanish) Part II
- ☐ Games & songs to help your child learn and have fun at home (Spanish) Part I
- ☐ Games & songs to help your child learn and have fun at home (Spanish) Part II
- ☐ How to use internet websites and resources to help your child acquire or improve Spanish literacy skills Part I
- ☐ How to use internet websites and resources to help your child acquire or improve Spanish literacy skills Part II
- ☐ Twenty more one-hour sessions on various topics to help their children at home and to empower parents as their first & primary teachers will be determined by parent choice. Options may expand in more details on above topics or cover the type of work their children are being asked to do during their school day in the literacy block.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>		

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		