

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**06M178**

**School Name:**

**PROFESSOR JUAN BOSCH PUBLIC SCHOOL**

**Principal:**

**DEIRDRE BUDD**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Professor Juan Bosch Elementary School School Number (DBN): 06M178  
Grades Served: Kindergarten - Fifth  
School Address: 12-18 Ellwood Street, New York, New York, 10040  
Phone Number: 212-569-0327 Fax: 212-569-0389  
School Contact Person: Eileen Pierce Email Address: Epierce@schools.nyc.gov  
Principal: Deirdre Budd  
UFT Chapter Leader: Eileen Pierce  
Parents' Association President: Geoffrey Glick  
SLT Chairperson: Laurie Burke  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Milagros Lora  
Student Representative(s): n/a  
n/a

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway, New York, New York 10033  
Superintendent's Email Address: MRamirez4@schools.nyc.gov  
Phone Number: (347)- 280-0388 Fax: 917-521-3757

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8<sup>th</sup> Floor NY, NY, 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deirdre Budd	*Principal or Designee	
Eileen Pierce	*UFT Chapter Leader or Designee	
Geoffrey Glick	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Milagros Lora	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laurie Burke	Member/Staff	
Amy Cummings	Member/Staff	
Melissa Natale	Member/ Staff	
Cindy Cruz	Member/Parent	
Jennifer Hoppa	Member/ Parent	
Alistair Wallace	Member/ Parent	
	Member/ Parent	

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

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

**P. S. 178** is a unique K-5 public school of choice where a diverse group of learners (regular education, special education, dual language, ASD, and ELLs) gain their first school experience in a nurturing, yet focused atmosphere. Deriving its population from various ethnic groups, the school addresses its multiculturalism through an integrated curriculum that stresses literacy through developmentally appropriate teaching in language arts, mathematics, science, social studies, technology, and visual arts. Public School 178 is located in the Washington Heights community of Manhattan. This school serves population of approximately 271 students from culturally and economically diverse backgrounds. The school building is a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work. P. S. 178 takes a continuous improvement approach to developing rigor and improving student performance, using schoolwide assessments, analysis of student work, and other indicators to identify and address student strengths and weaknesses and target areas for growth on a continuous basis. Ongoing assessment is both formal and informal. Other assessments also used to inform instruction include MOSL, Fountas and Pinnell Reading IRL Assessment, Go Math Assessments, ReadyGen Assessments, and Systema del Evaluación de la Lectura in all grades. These help teachers make appropriate decisions as they select reading materials for students, design curriculum, modify programs, plan activities, organize trips and structure literacy programs.

• **Mission Statement** : At P.S. 178 we believe that all students should be given the foundational skills and technological tools necessary to prepare them for success in the 21<sup>st</sup> century. By providing a rigorous academic curriculum students will leave our school as problem solvers, critical thinkers and responsible citizens. P.S.178 prides itself on having a caring environment that nurtures student confidence and emotional well being. We foster mutual respect and social responsibility by placing an emphasis on strong partnerships between home, school and the community. We believe in supporting diverse learners and presenting students with equal opportunities to achieve their optimal academic performance. We understand that in order for every child to be successful they must be fully supported both inside and outside of our school.

• **School-wide Focus:** Frequent Assessments - Teachers and students will have a clear understanding of their progress in reaching school-wide goals. Each child will be aware and be able to articulate their present level of performance and their next steps toward meeting goals. Collaborative Conversations - All students will be engaged in high quality discussions, which will promote student ownership and voice in academic and social language across content areas.

• **Theory of Action** : If we continually support an inclusive curriculum & teaching practice, then all our students will deepen their knowledge and reach their highest level of achievement.

• **Family Involvement** : At P. S. 178, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement school-wide. To support parent involvement efforts, a Parent Coordinator is assigned to the school for the 2015-2016 school year.

• **School Community Statement** : P. S. 178 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. Thus, we will strive to provide services and opportunities that address the academic, social and health needs of the community.

• **CBO** : P.S. 178 enjoys the partnerships of several community based organizations including YWHA, CHALK (Choosing Healthy and Lifestyle for Kids) , Children Arts and Science After-school Program, Asphalt Green, and Dancing Classrooms

### 06M178 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04	Total Enrollment	271	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.8%	% Attendance Rate		94.6%
% Free Lunch	70.1%	% Reduced Lunch		8.2%
% Limited English Proficient	20.5%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		3.7%
% Hispanic or Latino	81.1%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	13.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.33	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Comprehensive Assessment:

- 3rd Grade NYS Math Assessment 2014
- E-O-Y and B-O-Y Go Math Assessment
- Go Math Performance Tasks
- Teacher Observations
- Quality Review

Strengths:

- Experienced K-2 Teacher Teams committed to rigor
- Experienced Math Coach
- CCLS aligned Math program (Go Math)
- Parent support of Math program
- Administration dedicated to common planning

Needs:

- Activities geared toward more hands-on to promote deeper understanding
- More time for repeated practice
- More family Math workshops
- Stronger foundation of number sense and operational skills
- Stronger foundation in CCLS Mathematical Practices to prepare students for 2-3 step problem solving in upper grades

### Part 2 – Annual Goal

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

By June 2016, 100% of the K- 2 Math team will collaboratively design rigorous constructivist lessons to deepen rigorous math instruction as measured by the development of 6 introductory exploratory activities that align with CCLS mathematical critical areas integrating Mathematical Practices.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Collaborative Learning Through Peer Inter-visitations, CCLS/ Go Math Mathematical Strands,</li> </ul>	K-2 Students	October 2015 through June 2016	Administrators, K-2 Math Team, 2nd Grade Teachers, Math Coach
<ul style="list-style-type: none"> <li>• Small group instruction, push-in/pull-out AIS, Go Math Grab and Go, Go Math Re-teach Strategies, Explicit teaching/modeling of hands on activities</li> </ul>	K-2 At risk students	September 2015 through June 2016	Administrators, K-2 Grade teachers, Math Coach
<ul style="list-style-type: none"> <li>• Math workshops for parents, Math Night, signed and returned chapter tests</li> </ul>	All K-2 grade Parents,  K-2  Students	October 2015 through June 2016	Administrators, Math Coach, K-2 Math Team, Teachers

**Part 4 – Budget and Resource Alignment**

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

Resources:

- Funding for per diem
- Funding for per session PD
- Administrators create a schedule that allows for common planning time for K-2 teachers
- Administrators create a schedule that allows for K-2 Math Team meetings

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By January 2016, K-2 Math Team would have designed and implemented at least 3 introductory hands-on activities

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

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

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

### **Part 1 – Needs Assessment**

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

Comprehensive Assessment:

- OORS Report 2014-2015
- Lunchroom Personnel Observations
- Student/Parent feedback
- Teacher Observations

Strengths:

- Nurse on duty during lunch/recess
- School Aids and Paraprofessionals are present in the lunchroom and school yard.
- Students are engaged in organized play
- Assistant Principal and Guidance Counselor assigned to lunch periods

Needs:

- More trained personnel
- Safe and secure outdoor play space to address students in grades 3-5
- More outdoor play equipment
- More indoor play materials

### **Part 2 – Annual Goal**

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

By June 2016, there will be a no net increase (0%) in the number of whole school incidents as measured by the School’s OORS Report.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Positive Behavior Intervention Services (PBIS), Dancing Classrooms, Asphalt Green Recess Program, Wellness Program, Respect for All Assemblies, Chess in the Schools</li> </ul>	All students	September 2015 through June 2016	Administrators, PBIS Team, Wellness Committee, School Counselor, Lunchtime personnel, Teachers, SLT
<ul style="list-style-type: none"> <li>• At-risk student counseling, alternative recess activities</li> </ul>	All students	September 2015- June 2016	Administrators, School Counselor, Lunchtime personnel
<ul style="list-style-type: none"> <li>• School Discipline Code, Electronic Device Policy/Contract, Parent Workshops on social emotional development,</li> </ul>	All Parents	September 2015-June 2016	Administration, Teachers, Parent Coordinator, SLT

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources:</p> <ul style="list-style-type: none"> <li>• Administrators create a schedule that allows for PBIS Team to meet</li> <li>• Staff development for PBIS</li> <li>• Purchase of materials to implement the PBIS Program (GEMS)</li> <li>• Funding for the Asphalt Green Recess Program             <ul style="list-style-type: none"> <li>• Funding for the Dancing Classrooms Program</li> <li>• Chess in the Schools</li> <li>•</li> </ul> </li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, we expect there will be no net increases(0%) in the number of whole school incidents as measured by the schools OORS Report.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Comprehensive Assessment:

- 3rd Grade ELA NYS Assessment 2014
- B-O-Y and E-O-Y MOSL
- Student work/end of Writing Units PBA
- Teacher Observations
- Quality Review

Strengths:

- Experienced 4<sup>th</sup> Grade Teacher team committed to rigor
- Teacher developed child friendly writing rubrics
- 90% of 4<sup>th</sup> Grade met promotional guidelines
- Administration dedicated to common planning

Needs:

- Classroom libraries for mentor texts
- More time for repeated practice
- Increased opportunities for oral discussions
- Stronger transference of grammar skills by repeated practice

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 4<sup>th</sup> grade students will be no less than 10% below the city wide average in the Constructed Response area of Integration of Knowledge and Ideas which will reflect an increase of 3.5% based from the 3rd grade 2015 ELA score.

**Part 3 – Action Plan**

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<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Collaborative Learning Through Peer Inter-visitations, Inquiry Team Protocol</li> </ul>	<p>4<sup>th</sup> Grade teachers and students</p>	<p>October 2015 through May 2016</p>	<p>Principal, Assistant Principal, Peer Inter-visitation Team, 4<sup>th</sup> Grade Teachers,</p>
<ul style="list-style-type: none"> <li>• Rubric norming/analyzing students work, professional development</li> </ul>	<p>4<sup>th</sup> grade teachers</p>	<p>October 2015 through January 2016</p>	<p>Principal, Assistant Principal, 4<sup>th</sup> Grade Teachers</p>
<ul style="list-style-type: none"> <li>• Small group instruction, push-in/pull-out AIS, student friendly writing checklists and rubrics, book clubs, close reading, and book talks</li> </ul>	<p>4<sup>th</sup> grade teachers</p>	<p>September 2015 through June 2016</p>	<p>AIS team, 4<sup>th</sup> Grade Teachers,</p>
<ul style="list-style-type: none"> <li>• Literacy workshops for parents, signed and returned end of unit performance task.</li> </ul>	<p>4<sup>th</sup> grade students</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principal, 4<sup>th</sup> Grade Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

Resources:

- Funding for per diem

- Funding for per session PD
- Funding for Mentor text libraries
- Administrators create a schedule that allows for common planning time for 4<sup>TH</sup> Grade Teacher Team
- Administrators create a schedule that allows for 4<sup>th</sup> Grade Writing Team meetings

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

By January 2016, the 4th grade students' On-demand Writing Assessment scores will increase by 1% in the Constructed Response area of Integration of Knowledge and Ideas as compared to the 3rd grade (2015) ELA NYS writing test.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	IRL/Screening and Progress Monitoring	Fountas and Pinnell Leveled Literacy Intervention, Great Leaps, Repeated Readings, Guided Readings, Interactive Writing and Shared Readings, Reading Reform	small group, one-to-one, tutoring	During school day
<b>Mathematics</b>	Baseline/BOY Assessment and Progress Monitoring	Dream Box, Smartboard activities, Repeated Practice and hands-on activities	Small group, one-to-one, tutoring	During school day
<b>Science</b>	Teacher Observation, Student work, and Progress Monitoring	Repeated Readings, Interactive Writing and Shared Readings, Smartboard Activities	Small group	During school day
<b>Social Studies</b>	Teacher Observation, Student work, and Progress Monitoring	Repeated Readings, Interactive Writing and Shared Readings, Smartboard Activities	Small group	During school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referral, Parent request	Respect for All, PBIS, Dancing Classrooms, Anti-bullying strategies, Safety Skills, Inter Personal Skills, Conflict Resolution, Co-operative groups, Setting Boundaries, Expressing Feelings,	Small group	During school day

## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Hiring Hall</li> <li>• P.S. 178 Interview Team</li> <li>• Consultation Committee</li> <li>• Wellness Committee</li> <li>• PBIS Team</li> <li>• Teacher Teams</li> <li>• Rtl Team</li> <li>• Informal/Formal Observation/Feedback</li> <li>• Collaborative Learning Through Peer Inter-visitations</li> <li>• P.S. 178 Theory of Action</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• ReadyGen</li> <li>• Go Math</li> <li>• Reading Reform</li> <li>• DOE Learning Partners Program</li> </ul>

- DOE Showcase Schools Program
- Rtl workshops
- ELL workshops
- SWD Workshops
- Collaborative Learning Through Peer Inter-visitations
- Teacher Teams/K-2 Math Team/4<sup>th</sup> Grade Writing Team
- PBIS
- Wellness

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- ReadyGen
- Go Math
- Reading Reform
- Rtl workshops
- ELL workshops
- Collaborative Learning Through Peer Inter-visitations
- Teacher Teams/K-2 Math Team/4<sup>th</sup> Grade Writing Team
- PBIS

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> <li>• School tours are conducted October through March. Letters are sent home informing parents regarding registration details.</li> <li>• The principal or designee attends Pre-Kindergarten fairs and informational events.</li> <li>• Pre-kindergarten parents and children are invited to attend school events such as Literacy Night and Spring Street Fair.</li> <li>• Pre-Kindergarten parents and children are invited to come to the school. Parents attend informational meeting with principal and staff while the children spend time in kindergarten classrooms getting to know the teacher and each other during read aloud and a shared snack.</li> </ul>

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
After investigating multiple assessment measures and looking at current student data which include NYSESLAT, Benchmark IRL, and Go Math benchmark assessments/Go Math PBA, MOSL, ReadyGen PBAs, NYS ELA and Math Exams, the staff voted to determine which assessments are most appropriate for teacher teams to analyze to improve instruction in our school. Math Coach, Principal, and Assistant Principals meet regularly with Teacher Teams to examine student data and decide strategies for next steps together.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	156,626.00	x	

Title II, Part A	Federal	102,206.00	x	
Title III, Part A	Federal	11,200.00	x	Saturday ELL Academy
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,854,893.00	x	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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#### **Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 178, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 178 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact

P.S. 178, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

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

### **III. Student Responsibilities:**

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Prof. Juan Bosch</u>	DBN: <u>06M178</u>
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
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## 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 School) is part of district 6 and is located in the Washington Heights section of Manhattan. This is a Kindergarten through Fourth grade school which serves approximately 271 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, 82% of the students are Hispanic, 14% are White, 4% are African American, 3% Asian and 3% other. Approximately 24 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including inclusion classes and related services such as speech and language, counseling, and adaptive physical education. Additionally 18% 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 27 ELLs. A smaller number of 22 ELLs are in monolingual classes receiving ESL services through a combination of push-in & pull-out. Approximately (31%) of ELLs have an Individualized Educational Plan.

For the 2013 – 2014 NYSESLAT test, 69% of ELLs made progress in English language acquisition and 6% of students attained proficiency on the test.

The greatest percentage (60%) of our ELLs in fourth grade is at the Advance level and (40%) at Intermediate level of language proficiency and did not meet AMAO targets for language proficiency. The fourth grade ELLs (80%) fall below grade level English reading proficiency and (20%) on or above grade level, according to Fountas and Pinnell Assessment System.

Third grade ELLs fall in the intermediate (27%) and advanced (72%) in language proficiency levels with no beginner proficiency level students and (55%) of ELLs did not meet AMAO targets for language proficiency. The third grade ELLs (64%) fall below grade level in English literacy and (36%) on or above grade level.

Grade 2 ELLs fall in intermediate (37%) and advanced (63%) in English language proficiency levels and (16%) did not meet AMAO targets for language proficiency. Second grade ELLs (68%) fall below grade level English reading proficiency while the rest of ELLs (32%) are on or above reading proficiency.

As a result of this data and a closer look at running records and disaggregated NYSESLAT data, we feel our students would be greatly helped by a Saturday Academy for (35) second, third and fourth grade ELLs. We will have 3 classes, each class with a maximum of 13 students each (students will be grouped according to need). We will target ELLs at level 1 & 2 in English literacy for intensive reading intervention and NYSESLAT preparation. Participating students will receive one hour of NYSESLAT preparation each session, one and a half hours of intensive reading intervention and half an hour of Tier II vocabulary instruction. Students will be placed in classes according to their English language acquisition needs, special needs as well as their reading levels. We will have a total of 3 ESL/bilingual certified teachers experience delivering intensive reading intervention.

The Saturday Academy will run for ten sessions (January 10, 17, 24 & 31, February 7 & 28, March 7, 14, 21 & 28). Each session will run for a total of 3 hours (9:00 AM – 12:00 PM One supervisor will be onsite monitoring literacy and language acquisition progress. The Saturday Academy for ELLs is the only program available in P.S. 178 on Saturdays, therefore a supervisor is needed.

### 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 plan specific targeted instruction to increase the academic achievement of ELLs, we will provide 6 hours of professional development for teachers of the Saturday academy. 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 and planning as follows:

December 13, 2014 – looking at student language proficiency levels, student work and running records to identify areas of strength, movement and need. Then, using this information to group students and plan effectively to prepare them for the NYSESLAT preparation and intense reading intervention.

Training on the Fountas & Pinnell Leveled Literacy Intervention System.

December 20, 2014 – Overview and training on Fountas & Pinnell Intervention Program and identification of priority areas of need after revisiting all above data, student work, conferring notes, MSV sheets to better group students for intense instruction.

April 28, 2015 – Review of Assessments and data.

School Professional Development for all teachers

All teachers participate on mandated professional development sessions every Monday. The following sessions will be devoted to ELL services provided by the ESL teacher and/or assistant principals.

1. October 6, 2014 "ARIS: Item Analysis"
2. November 24, 2014 "Making texts accessible to all language learners part 1"
3. December 1, 2014 "Making texts accessible to all language learners part 2"
4. January 12, 2015 "Creating an RTI Model for ELL's Academic Success"
5. February 9, 2015 "Strong Core Instruction for ELL's"
6. March 16, 2015 "Language Progressions"

- All bilingual and ESL teachers will participate in professional development provided by the OELL and the Network.

### 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: \_\_\_\_\_.

One hour workshops will be delivered by the onsite bilingual supervisor to parents each Saturday of the Academy to support parents as their child's primary and most important teacher. Parents will receive notice of the workshops prior to the start of the program and on a regular basis. Flyers will be posted on the main entrance of the school. We project that at least one parent of each student will attend the workshops (about 35 attendees). Topics of the parent workshops 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 empower parents in helping their children succeed and

### Part D: Parental Engagement Activities

provide resources and take away activities they can use at home. Light refreshments will be provided for parents participating in the workshops.

- January 17, 2015 - Reading strategies to foster language development
- January 24, 2015 - Literacy games to help children develop vocabulary
- January 31, 2015 - Creating 3-D interactive study organizers
- February 7, 2015 - Using content vocabulary
- February 28, 2015 - Math games
- March 7, 2015 - Using technology to enrich your child's education
- 
- March 14, 2015 – Overview of ELA and Math State tests
- March 21, 2015 – Overview of NYSESLAT
- March 28, 2015 – Summer activities that foster literacy
- 
- 

### Part E: Budget

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

Allocation Amount: \$11200

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> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <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 ENL teacher, and one parent.

Principal <b>Deirdre Budd</b>	Assistant Principal <b>Patricia Sanchez</b>
Coach <b>Starrett Pierson, Math Coach</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Carmen Gomez</b>	School Counselor <b>Dalia Gonzalez, Social Worker</b>
Teacher/Subject Area <b>Yasmin Arias, Dual Language</b>	Parent <b>Jennifer Hoppa</b>
Teacher/Subject Area <b>Sandra Vargas, Dual Language</b>	Parent Coordinator <b>Milagros Santos</b>
Related-Service Provider <b>Nai Oviedo, SETSS</b>	Borough Field Support Center Staff Member
Superintendent <b>Manuel Ramirez</b>	Other (Name and Title) <b>Ana Ramos, SIT Team</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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>304</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	39	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	16			9						0
<b>ENL</b>	6		0	10		9				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	4	17	8	14	3	17	8	20	1	19									0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>48</u>	Number of students who speak three or more languages: <u>    </u>

### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSES LAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	1			2									0
<b>Emerging</b> (Low Intermediate)		1			2	1								0
<b>Transitioning</b> (High Intermediate)	1	4				0								0
<b>Expanding</b> (Advanced)	5	5	6	13	2	1								0
<b>Commanding</b> (Proficient)			1	5	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	0	5	3	1								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use the Fountas & Pinnell Benchmarks to assess all our students. In addition we use Performance Based Assessments to continually monitor literacy and writing development throughout the year. This year, in the Dual language Spanish literacy we are beginning to use Evaluacion del Desarrollo de la Lectura (EDL 2) and teacher generated Spanish Performance based assessments. According to the November 2015 reading data 20% of grade 1 students are reading on grade level; and students on grades 2 - 5 are reading below grade levels. Our data shows that our ELLs specially need extra help with vocabulary development and reading fluency. As a result in our lesson plans we include a vocabulary and language goal.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here: The data demonstrates that 25% of our ELLs have made progress. The NYSESLAT for the last two years have revealed strengths in Speaking across the grades, and writing as the area for instructional focus. Building upon the students' oral language development to strengthen the writing in the academic area will be a targeted area. NYSITELL data revealed that 83 % of Kindergarten students scored at the Expanding level.
- 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: We use the information about Annual Measurable Achievement Objectives to provide additional support to ELLs. After looking at the data we used Title III funding to provide additional support to ELLs in grades 1,2, 3, 4 and 5 that did not meet Achievement Objectives.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Paste response to questions here: According to our NYSESLAT data, our ELLs tend to make better gains from kindergarten to second grade from Entering levels of proficiency towards Transitioning. From First grade to Second grade they make good gains from Emerging

to Transitioning and Expanding. By Third grade our ELL students were all at the Advanced level of proficiency with over 6% becoming proficient. Our ongoing assessment indicate our students need intense support with vocabulary and text complexity with our greatest need currently in second grade According to Reading Benchmarks, 100% of ELLs in grades 2 - 5 are reading below grade level. We use the Fountas & Pinnell Benchmarks to assess all our students. In addition we use Performance Based Assessments to continually monitor literacy and writing development throughout the year. In the Dual language Spanish literacy we began using Evaluacion Del Desarrollo de la Lectura 2, and teacher generated Spanish Performance based assessments. According to the most recent data, (November 2015) 19% of all ELLs are reading on or above grade level. Our data shows that our ELLs specially need extra help with vocabulary development and reading fluency. As a result in our lesson plans we include a vocabulary and language goal. As a result, the administration and the coach 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 coach, assistant principals and principal meet with teachers on a regular basis during teacher team meetings and grade level meetings to discuss and look at student work as well as running records and other assessment data. Patterns and trends are discussed and strategies created to help students build on strengths and improve areas of need. 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 4 weeks. During grade meetings we discuss individual student progress to determine whether students are 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 instruction for all 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 Estrellita 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 student's new language development is considered in instructional decisions?

Paste response to question here: The assistant principal in charge of ELLs and the coach ensure that all teachers have updated ELL data such as NYSITELL, NYSESLAT, Independent Reading Levels (Spanish and English for dual language programs) and always available for all ELLs. All disaggregated data in spread 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. During teacher teams, teachers use the New Language Arts progressions to plan targeted instruction to meet the need of all ELLs. Teachers use small group instruction to scaffold language development to meet the expectations of the Common Core.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: English proficient students in the Dual Language program are assessed in the target language (Spanish) with Evaluacion Del Desarrollo de la Lectura 2. 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 assesments. The levels of language proficiency of English Proficient students in the target language, Spanish, are as followed: In first grade 37% are reading on or above grade level; in second grade 45% of students are reading on or above grade level; in third grade, 29% of students are reading on or above grade level; in grade 4, 50 % of students are reading on or above grade level. Last year was the second year P.S. 178 had testing grades 3 and 4. According to grade 3 data, 1 ELL student scored 3 or higher in the ELA and Math State tests.

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

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

As per the ELL Policy and Reference Guide 2015-2016, we follow the required four steps for ELL identification within the first 10 school days Step 1: We administer the HLIS by a fully licensed pedagogue- the ENL teacher and/ or our bilingually certified second grade teacher, or assistant principals (who have a bilingual extension and are fluent in Spanish). For parents/ guardians requiring interpretation in other language, interpretation serviced are provided using NYCDOE Translation and Interpretation Unit. The home language is determined based on the results of HLIS (interview with parents and students, and responses to the questions in HLIS). This information is entered into the designated ATS screen by pupil accounting secretary and the HLIS form is placed in the student’s cumulative record and a copy is placed in a file in the main office.

Step 2: Determination for NYSITELL Eligibility as follows: For students whose home language is not English, a more extensive interview is scheduled by the Language Proficiency Team - either the ESL/ENL teacher, second grade bilingual teacher, or Assistant Principals. If the student is eligible for NYSITELL, trained members from LPT team with appropriate license administer assessment. For students with an IEP, the LPT will convene to determine eligibility based on assessments above as well as review of history of language use in school and at home. Results of individual evaluation CR Part 200.4 (b) (6), and all data/ information provided by CSE regarding the student’s disability and the impact this may have on demonstrating proficiency in English.

Step 3: Administration of the NYSITELL: The NYSITELL is administered by appropriately trained members from LPT team with appropriate license. Answer documents are scanned into ATS within ten days of enrollment (by the ESL/ENL teacher or Assistant Principals), and parents are notified of ELL determination within five school days of ELL determination by the ESL/ ENL teacher using the NYCDOE standard parent notification language in parent/ guardians’ language of preference.

Step 4: The Spanish Lab will be administered to all new entrants whose HLIS indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results, by licensed bilingually certified pedagogue in LPT team or bilingually certified teachers in DL program. This will be done within the 10 school days allotted (for non IEP entrants) and 20 school days (for students with IEPs who have been newly identified as ELLs).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: PS 178 is expanding, with this year having 5<sup>th</sup> grade for the first time. We have not had SIFE students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: For students with an IEP, the LPT will convene to determine eligibility based on assessments above as well as review of history of language use in school and at home, results of individual evaluation CR Part 200.4 (b) (6), and all data/ information provided by CSE regarding the student’s disability and the impact this learning disability may have on demonstrating proficiency in English. The team will make a decision as to whether the student may have second language acquisition needs, and therefore is eligible to take the NYSITELL or whether the student’s disability is a determining factor affecting whether the student can demonstrate proficiency in English, and therefore the team recommends that the student not take the NYSITELL. The principal then decides to either reject or accept the LPT decision regarding the latter. If the principal rejects the decision, the student is assessed. If the principal accepts the recommendation, then the recommendation is sent to the Superintendent or designee for final decision. The parent/guardian is notified within three school days of the decision in the parents/ guardians preferred language.

The LPT consists of the following members:

ENL Teachers – William Spadaro-Burns, Carmen Gomez

Assistant Principal (Bilingual extension and administrator) Patricia Sanchez

Special Education Bilingual Teacher - Nai Oviedo

Dual Language / Bilingual Teacher – Yasmin Arias

SETSS teacher – Erin Sprague

Math Coach – Starrette Pierson

Bilingual Parent Coordinator – Milagros Santos

Parent of student – Jennifer Hoppa

Principal – Deirdre Budd

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: After the NYSITELL is scanned and score is determined the assistant principal in charge of ELLs ensures that entitlement and non-entitled notification letters are distributed to parents within five school days. Letters are sent out in sealed envelopes and a copy is made and kept in the ELL file in the main office

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Paste response to question here: Beginning this year, a student may go through the ELL Re-identification Process within 45 school days of enrollment. The Re-identification process must be completed within 10 school calendar days of receipt of written notice. Parents of ELLs receive notification in the form of a letter in their language of preference that they are entitled to appeal their child's ELL status once the student has been identified as an ELL. If a parent chooses to file an appeal, steps are taken to begin the review process. A team of qualified personnel will convene to determine if a student may have been misidentified. A review of ELL identification determination can commence upon written request by the student's parent or their teacher. Before a change in ELL determination is final, parental consent as well as principal and superintendent approval are required.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: Once a student has been determined to be eligible for ENL services, after the NYSITELL, the parent/guardian will be notified of the child's score as well as a choice of dates to come to one of several Parent Orientations within the 10 day window after their child has taken the NYSITELL. At the Parent Orientation, the ENL teacher, parent coordinator, and bilingual assistant principals, provide all the information regarding the ENL programs available to them and their child in the city of New York. During the orientation, parents will see a video, listen to a presentation of all ENL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All information and forms will be disseminated in the parents' preferred languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ENL programs for their child. If they choose as their first choice a program, which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available in our school, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled. The default placement when a parent survey is not returned is dual language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The assistant principal in charge of ELL services monitors the Parent Surveys and Program Selections forms to ensure they are returned in a timely manner. The Parent Coordinator works along with the assistant principal to reach out to parents and answers any questions they may have with regards to bilingual programs. We use all means necessary to ensure parents have received all pertinent documentation regarding ELL eligibility and program placement, including letters sent home, delivered in hand, phone calls made, email contact, etc. We track who has received and returned the forms and who has not, using an ELL Compliance Tracker spreadsheet that includes the number of notifications attempted, and dates of return letters. If after all our attempts, we are still unable to make contact with a parent regarding their preferred program placement for their child, the ELL student will be placed in our dual language program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: In order to monitor the completion and return of Parent Surveys and program Selection forms we are beginning to use an ELL Compliance Tracker spreadsheet, which helps us keep a close watch on which parents have received, completed, and returned their Selection forms as well as those who have not. We will indicate the number of notification attempts we make as well as the dates letters are sent and phone calls made. Every resource at our disposal is used to ensure the parents are notified and informed of their choices. At registration we always collect all possible contact information: work, home, and cell phone numbers, email addresses, home addresses, etc. with the goal that parent contact will not prevent the Language Team from informing parents of their rights and choices.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: The assistant principal in charge of ELL services ensures that placement parent notification letters are distributed. Copies of all letters distributed to parents are kept in the main office. Placement letters are disseminated in the parent's preferred language once the parent has selected their preferred bilingual program for their child.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: Original HLIS are placed in student's cumulative record and a copy is placed in a file in the main office so that the documents are always readily accessible.

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

Paste response to question here: The NYSESLAT continues to be administered to all ELLs each year until they gain proficient status. The ENL 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 assistant principal. The ENL teacher and the assistant principal keep careful updated lists that are then used to plan and coordinate the NYSESLAT administration. The NYSESLAT is administered annually as per required schedules and regulations to ensure appropriate instructional decisions and monitor progress. The assistant principal creates a detailed schedule and plan for testing which is shared with the staff. Targeted staff is trained annually, testing procedures are reviewed, rooms are assigned and ELL student groups are created based on their grade. Various ATS reports are used to cross-reference (RLAT, RNMR, RMSR & RLER) and ensure we properly identify every ELL that must be administered the NYSESLAT. Students are scheduled for the individual Speaking component in April. Group administration for the 3 subtests are scheduled on three consecutive days in May. In addition, special arrangements are made for IEP students based on their IEP requirements. The assistant principal/test coordinator keeps accurate attendance records to ensure all ELLs participate in all subtests and/or make up dates. 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: Continued Entitlement and transition letters are disseminated in the parent's preferred language no later than September 15, and/ or once the NYSESLAT results are available. The assistant principal or ENL teacher tracks returned letters.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: After a review of the parent survey and program selection forms over the past 2 years, we found the trend was for parents to choose dual language and ENL. The bilingual programs offered at P.S. 178 are Dual Language and ENL. These are aligned with our parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Paste response to questions here: PS 178 offers an integrated and standalone ENL model based on student proficiency level and time allotments as per CR Part 154. Currently, our ENL teacher provides both a push in and pull out models in grades kindergarten through fifth. Integrated language instruction is provided through a push in model in all grades. The ENL provider plans and co-teaches with grade teams to provide appropriate and differentiated ENL strategies so as to ensure students access the CCLS aligned curriculum. The ENL teacher provides at least 180 minutes (4-5 blocks) of integrated ENL/ELA during the literacy block and/ or during the content/inquiry based instruction in Social Studies and/or Science (these units integrate all 4 modalities). Literacy data is used to intentionally plan and provide best researched based practices and scaffolding strategies that ensure student progress in English language acquisition. ENL teacher and CB teacher plan for content and language objectives (the latter reflecting differentiation based on level of language proficiency and literacy data). Also, whenever possible, home language is also used to ensure transference to target language. Explicit attention is paid to vocabulary development (which impact comprehension) throughout the content areas.

- b. TBE program. *If applicable.*

Paste response to questions here: N/A

- c. DL program. *If applicable.*

Paste response to questions here: Our Dual Language Program offers a 50/50 alternate day model and therefore both integrated and standalone ENL instruction is provided during English instruction and instruction is differentiated based on student proficiency level and time allotments as per CR Part 154. All content and literacy instruction in English is delivered using ESL methodologies and all instruction is differentiated to support the linguistic and literacy diversity in the classrooms. All K-5 students receive literacy instruction and content instruction in the new language and the home language. Classrooms are comprised of heterogeneously mixed ELLs and Non ELLs as peer language models are essential for the oral language development of all students. All dual language instruction occurs in self-contained classrooms provided by a certified and highly qualified teacher. During ENL instruction, the bilingual teacher provides targeted and differentiated ENL strategies and scaffolds for ELLs to ensure language progression. Teachers plan for content and language objectives (the latter reflecting differentiation based on level of language proficiency and literacy data).

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: PS 178 uses the guidelines from CR Part 154 to program class schedules and student schedules accordingly in STARS, ensuring that all mandated minutes are explicitly accounted for and that these are integrated within content area instruction as well as English language skills. We have a literacy block of a minimum of 120 minutes, which is inclusive or all components of balanced literacy.

Students in Dual Language Classrooms receive literacy instruction in both languages as Read Alouds, Shared Reading and Writing, and Interactive Reading and Writing occur in both languages on a daily basis (through the literacy instruction and through content area instruction). In addition ENL/ELA is taught in small group instruction as for Entering and Emerging students for a minimum of 1 unit of study (180 min.) For Transitioning students for .5 unit of study (90 min.) a week, and for Expanding students 1 unit of study (180 min.) which is incorporated as part of oral language development. In addition ENL integrated instruction is included as part of the literacy block and the content area instruction as teachers plan for content and language goals using data and CCLS standards (inclusive all 4 modalities). ENL Stand-Alone is provided for Entering students for 1 unit of study (180 min.) and Emerging students for .5 unit of study (90 min.) Mandated number of minutes for students in ENL “push in and pull” out k-2 programs, are also tracked and scheduled using the guidelines from CR Part 154, into the STARS Classroom Programming. ENL instruction and ELA instruction is provided during the 120 minutes literacy block and an additional block for ENL for students who are in the Entering, Emerging and Transitioning stages. The students receive targeted instructional that builds upon oral language development and English literacy skills through explicit teaching addressing all four modalities.

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

Paste response here: In the ENL and Dual Language programs, teachers plan intentionally for content, literacy, and language development using the following data: (F&P Benchmark and Evaluacion Del Desarrollo De La Lectura); NYSESLAT; our curricula assessments- Ready-Gen, TCRWP Units of Studies, Reading Reform, Estrellita, Maravillas, Inquiry based units that integrate literacy and the NYCDOE Scope and Sequence for Science and Social Studies, Go Math Units of Studies aligned to CCLS; and knowledge of best literacy and ELL research based practices. We also use NYSESLAT Speaking rubrics to assess for oral language development as well. Teacher teams meet to look at student data and work to plan targeted instruction to meet the need of our ELLs.

To support background knowledge and vocabulary, we use an inquiry based approach to learning (thematic / interdisciplinary), where students are immersed in hands on experiences through trips, media, visual, and frontloading of vocabulary. We also use graphic organizers such as concept maps and semantic maps to support the oral language development and academic language. Technology is weaved into the curriculum as a means to differentiate and support all learners in all four modalities. Sentence frames and starters (differentiated for various proficiency levels) are provided to support students to engage in collaborative conversations. Explicit teaching of Tier 2 words throughout the school allows for the development of academic vocabulary for all students.

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

We use the following assessments:

Performance Based Assessments, Fountas and Pinnell Benchmark, Evaluacion Del Desarrollo De La Lectura 2, Estrellita, Maravillas, Go Math Chapter Tests (English and Spanish).

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: Teacher teams administer and analyze school-wide data observing patterns and trends for all subgroups including ELLs. A team comprised of ENL teachers, Dual Language /bilingual teachers and supervisors meet on a regular basis to monitor student progress in all modalities.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: As PS 178 expands, this year we have fifth grade students and Developing ELLs receiving services for 4 years or longer. We do not have SIFE or Long Term ELLs (which require seven years of ELL service) enrolled in the school.

For our Newcomers, who are potentially the majority of our students, we ensure to provide differentiated instruction as teachers intentionally plan for literacy, content, and language development. Entering, Emergent, and Transitioning students are provided with daily explicit language instruction in heterogeneous and homogeneous grouping through shared reading and inquiry based tasks that support the targeted linguistic need. This is in addition to the integrated ENL instruction. Teachers differentiate by planning for language demands based on analysis of text complexity and student needs for all ELLs. ELLs who are in the Advanced and Commanding Stages, are also provided with targeted integrated ENL instruction based on literacy, and linguistic data, throughout the content areas and literacy block. In addition, targeted language instruction is provided as part of our Saturday Academy Title III program, as students are immersed in rigorous literacy and math units of studies that focus on academic language development.

For students who are Developing ELLs, and students who are potential Developing ELLs, additional targeted instruction/intervention is provided by the ENL or Reading specialist as part of the RTI for ELLs model- Tier 2 services. For former ELLs, we provide all supports needed as per their data. Teachers use ENL strategies and scaffolds to ensure students have supports needed to access the CCLS aligned units of studies. Former ELLs are provided with ELL strategies and careful monitoring by their classroom teachers, ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here: As per the ELL Policy and Reference Guide, the principal will review the students academic progress to review decision made with input from classroom teachers, providers, parents and LPT team. From the onset of the phase 1 determination, these students will be flagged and monitored by teachers and LPT teams to track student progress.

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

Paste response to question here: In order to meet the needs of all ELLs including SWDs teachers plan for language and literacy outcomes for all students in order to provide differentiated instruction. Through flexible grouping, multiple entry points, and Universal by Design planning, teachers ensure IEP goals are met. Targeted goals for students include language goals and language of instruction as needed, to ensure second language and literacy progression. Teachers use both grade level texts with appropriate scaffolds for comprehension, and guided texts based on their level of instruction as per running records and F&P benchmark. In addition, teacher teams study and implement strategies for intervention. All students are immersed in rigorous CCLS aligned instruction that is developmentally and grade level appropriate. Texts are never "watered down", rather the scaffolds place allow for students to access the content.

Related service providers as well as the ENL 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.

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

Paste response to question here: We offer our ELL-SWDs the least restrictive environment with highly qualified personnel in ICT classrooms as these teacher teams combined, are specialized minimally in special education, bilingual education, early childhood education, and ASD Nest. The ENL teacher provides support to our ELLs in these classes. Our teacher teams provide small group and differentiated (targeted) instruction throughout the day to ensure students meet their IEP goals. In addition, we have a support staff comprised of an RtI teacher that provides intervention. Our SETSS teacher provides mandated at risk services and ensures articulation with all teachers. We have a bilingual speech teacher that provides support as needed. Our ENL teacher articulates with service providers and classroom teachers to discuss the progress of our ELL-SWDs. Our SIT

Chart committee meets on a monthly basis to discuss student progress and supports. There is always a member present that understands second language acquisition.

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

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

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

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



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

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

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

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

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

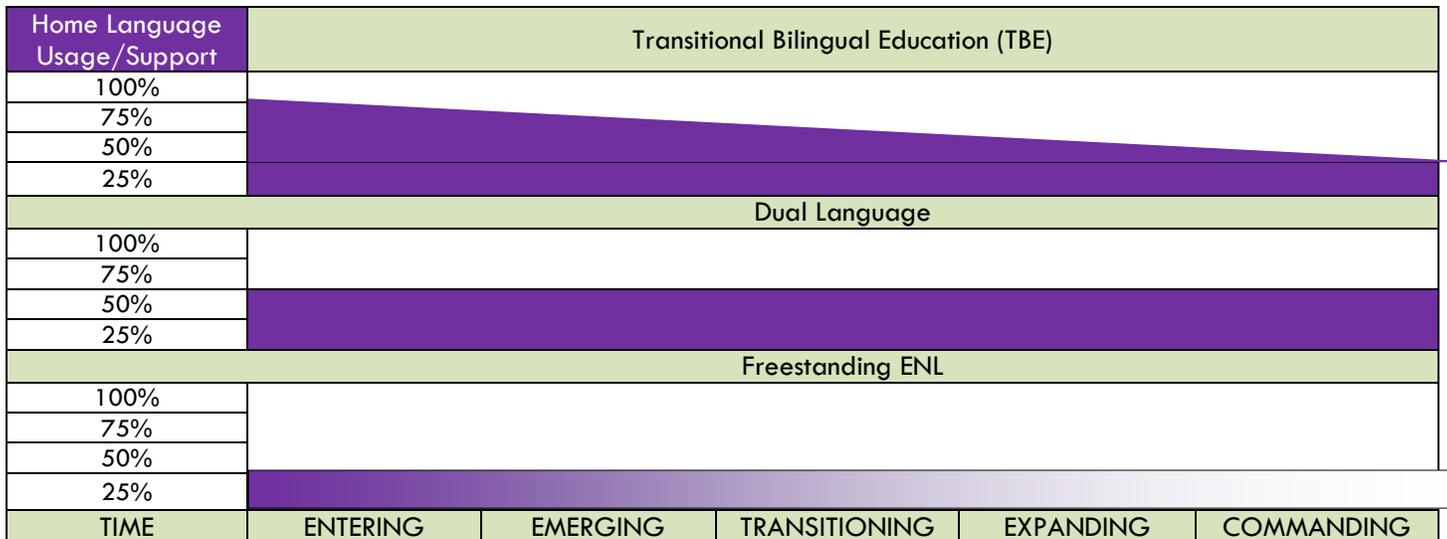


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: Using guidelines from "Creating an RTI Model for ELLs' Academic Success", a document written in collaboration with nationally renowned researchers in the field of literacy and language development, we support our ELLs under the RTI structure; design research-based instruction that is linguistically and culturally appropriate for ELLs; best use assessments to guide daily instruction (Tier I); and best design instructional routines and interventions in Tiers II and III. Our Tier I, Core Instruction, includes instruction that supports the needs of our ELLs. Teachers design lessons with language objectives throughout all content areas. Teachers implicitly and explicitly teach vocabulary used in content area studies and read alouds. Students have multiple exposures to new vocabulary and through Collaborative Conversations, students have opportunities to use those words in context. We provided targeted instruction to meet individual students' needs. For students who are in Transitioning and Expanding levels of proficiency, our literacy data reveals comprehension and phonics instructions needs to be strengthened, we use The Fountas & Pinnell Leveled Literacy Intervention System as a small-group, supplementary literacy intervention as published results (2009-10) demonstrate that LLI is an effective short-term intervention for struggling readers who are also classified as English Language Learners. We also use double dose of Reading Reform in English and double dose of Estrellita in Spanish. In Math, teachers use the Go Math assessments to identify and target specific skills/ strand to focus in on and provide small group instruction with progress monitoring.
11. 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 fourth graders.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: We continue to modify ReadyGen and continue to create a ReadyGen / Writing & Reading Workshop fused literacy program. We like ReadyGen's 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 we continue to modify it/adapting by filling in the gaps in literacy instruction ReadyGen does not address.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: No programs/services will be discontinued
14. 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: All ELLs are included in all school programs. They all are programmed to participate in the arts programs we offer such as: Visual Arts; Dance; Music; Drama. The Art teachers plan for linguistic and cultural competencies, as questioning and discussions are intentionally planned for as is awareness of various cultural traditions (which are reflective of our families). ELLs are included in enrichment programs such as swimming and team sports (soccer, baseball, basketball), through our collaboration with Asphalt Green. Dual language classes are scheduled for technology and library. Additionally, ELLs participate in Title III enrichment Academy
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Paste response to question here: Technology is integrated into the core curriculum as another vehicle for students to access CCLS aligned curriculum. We use Ready Gen, TCRWP in English and Maravillas, Esrellita in Spanish to support literacy development. Students are provided with intentional sentence frames, explicit vocabulary, background knowledge as part of the learning experience. Students use videos, field trips, big books and non-fiction texts to build their background knowledge and their academic vocabulary. The technology teacher and ENL teacher provide students and teachers with resources that are helpful for our students. Time for Kids is provided for our students in grades 3-5 and for our Transitioning, Advanced, and Commanding ELLs, as the texts features support concept and language development. Scholastics magazine is provided for our students in grades K-2 and for Entering and Emerging ELLs. In our dual language classes, Ready Gen and Maravillas provide texts in both languages. Go Math materials are also provided to all students in both languages. Additional materials for instruction provided for all ELLs include, Realia, visuals, charts, flashcards, Ipads, laptops, and smartboards are utilized by all teachers and students to support instruction
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Paste response to question here: In our ENL program, the ENL teacher provides second language support to students as needed during content and literacy lessons, and classroom teachers provide home language support as 64% of classroom teachers speak Spanish. In DL programs, there is a 50/50 language allocation, therefore students are provided with ELA, NLA by a fully certified and

highly qualified bilingual teacher. ENL instruction and methodologies are provided throughout the day during English days. We use an alternating day model and content is taught in both languages.

17. Explain how the school ensures all required services/resources support and 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 in grades K-1, with Kindergarten using it most intensely. Above first grade it is usually used for intensive support during Tier II instruction. Second grade is getting more intense support in guided reading in both Spanish and English to accelerate their making meaning from text and comprehension.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: We have several activities in our school to assist newly enrolled ELLs 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. The tours are provided by the assistant principals, Diana Barros or Patricia Sanchez and the parent coordinator, Milagros Santos. Later The principal, Deirdre Budd, holds two meetings for incoming Kindergarten ELL parents. 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 with Kindergarten teachers, providers and administration, in order to start creating a comfortable inclusive community. Extra support is provided to newcomers, especially those coming in after Kindergarten. The ENL 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: SETSS, bilingual speech, counseling, physical or occupational therapy as needed or mandated. ELLs fully participate in all curricular and supplemental programs. Go Math and ReadyGen 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. 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, our Multicultural Celebration assembly program is the culmination of a a month long unit of study where students are exposed to other cultures and costumes. The entire school community celebrates our diversity. 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: yoga and cooking.

19. What language electives are offered to ELLs?

Paste response to question here: We are a K-4 school and offer no electives

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question 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. In order to give the entering EPs and ELLs a boost in Spanish and to support growth in Spanish into the higher grades, the Kindergarten 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 uses the self-contained model, where language is separated through time (alternating days). We use 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 ENL they are required to receive. Therefore, 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.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Paste response to question 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 Professional Development workshops.
  - ReadyGen & Go Math training days
  - Attendance at conferences: Manhattan Field Support Center, DOE, R-BERN, and other organizations
  - Classroom intervisitations
  - School intervisitations
  - Inquiry Groups
  - Book Clubs
  - Mentoring
  - Coaching (in classroom modeling, fish bowl, etc
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Paste response to question here: All staff, including Bilingual, ENL and staff related to ELLs will attend weekly professional development. Some of the topics include:
  1. September 8, 2015 "Intervisitations: Planning for all students including ELLs"
  2. November 2, 2015 "STARS Classroom and ELLs"
  4. November 23, 2015 "Creating an RTI Model for ELLs' Academic Success"
  5. December 14, 2015 "Collaborative Conversations: Implications for ELLs"
  6. January 25, 2015 "Integrating Technology in to the Go Math curriculum to support ELLs"

In addition, all teachers will participate in all literacy training sessions with literacy coach and assistant principals where they will acquire best teaching practices for ELLs. The assistant principals, principal and coach attend network and 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 ENL or bilingual license have attended in house workshops provided by the Manhattan Field Support Center/R-BERN/DOE workshops to complete 10 hours of ENL 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here:• Grade level teacher meeting to support and prepare students as they move into middle school.
  - Guidance Counselor meets with staff to provide information regarding the middle school process.
  - To inform staff about which middle schools provide Dual Language and Bilingual services to students and parents.
  - We invite middle school staff to come and talk about their school.
  - Administration and counselors work with teachers in advising and guiding how to best prepare students for middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Paste response to question here:In-house professional development sessions address ENL instruction as follows: Dual Language, content area and ENL teachers meet on a monthly basis, to plan ENL instruction and supports for all ELLs. The Dual Language Vertical Team meets to design and refine ENL and Home Language instruction school-wide as well as ensuring best practices are being implemented across grades to meet the demands of Common Core Instruction for all ELLs in both languages (Spanish & English). Our school is dedicated to providing in-house PD sessions designed by experts in their areas in order to ensure all staff are exposed to the most current research and are applying this knowledge to their instruction. In addition to our in-house PD sessions, teachers are informed of, and encouraged to attend, proven source PD sessions offered through the DOE, thus ensuring our staff is kept fully abreast of current best practices for ELL instruction in language and content areas.

### C. Parental Involvement

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

Paste response to question here: All parents of ELLs receive orientation about their program model during Curriculum Night. We ensure our parents understand our goals, expectations, and services for students for their language development throughout the disciplines. In addition, our parents of ELLs have at least 1 additional data conferences (aside from parent orientation and PTC) to discuss their child's progress for language development. Data sources from NYSESLAT, Evaluacion Del Desarrollo De La Lectura 2, Estrellita, Maravillas, F&P, Go Math Assessments, and other formative assessments are interpreted and shared to demonstrate students' academic progress and students' language development. In addition, translation services are used when we do not have representatives from our school who speak that language. These meetings with the ENL provider and classroom teacher (during Tuesday Parent Engagement Time) during the month of January.

The bilingual parent coordinator works closely with administration, teachers and parents to create opportunities for parents to provide feedback and address questions or concerns. She ensures that all meetings are translated. She does regular outreach to ELL parents through email, phone calls, letters, and through the Remind app.

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

Paste response to question here: Teachers keep detail logs of individual meetings with ELL parents. The parent coordinator keeps records of any outreach program or workshops for parents. The office has a log of phone calls made to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: Parents at PS 178 have many opportunities to be involved in school activities. We have a program called Book Pals that is run by the parents with the ELL assistant principal. Parent volunteer on a scheduled basis to read to classrooms on Friday mornings. We have both English and Spanish speaking readers that read on a regular basis.

We have a very active Parent Association, that create activities and events for all parents and students. Every Friday parents are welcomed to have coffee and chat. During Saturday Academy for ELLs parents participate in different types of workshops and activities. We strengthen family involvement through fun, engaging family activities such as

- T.I.G.E.R. Day (Together in Getting Everyone Reading)
- Pajama Day
- Kingdom of K
- Publishing parties
- Family Math Night
- Science Night
- Kindergarten Fathers Field Day
- Grandparent Day

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: At PS 178, we work closely with community based organizations to ensure our families have access to great health care, basic provisions, and an improved quality of life. Supporting our families with these necessities allows for students' emotional and physical well-being, and therefore our students are ready to learn.

- We have partnered with the UFT to provide homework help.
- Ingles Ahora - ENL classes for parents
- Computation - computer classes
- Primerica - financial planning for college
- YWHA – afterschool program
- Children's Arts and Science Workshop – afterschool program
- Columbia Dental School - dental screenings
- CHALK (Choosing Healthy Active Lifestyles for Kids) – Columbia Presbyterian Medical Center
- Swim for Life Program – NY City Dept. of Parks and Recreation
- Materials for the Arts

5. How do you evaluate the needs of the parents?

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

concerns and opinions.

Administration and parent coordinator meet with PA and SLT to discuss needs and concerns.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: We address the needs of parents by providing workshops that are relevant to their needs. The bilingual parent coordinator works closely with the Parent Association to provide support, materials and information to parents of ELLs.

As we expand to upper grades, we will provide workshops for parents with a focus on the academic expectations and admissions process for middle and high school. We will support parents to locate resources and navigate the school system so they can be advocates for their children.

#### **D. Additional Information**

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

Paste response here:

**School Name: Prof. Juan Bosch****School DBN: 06M178**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deirdre Budd	Principal		6/30/15
Patricia Sanchez	Assistant Principal		6/30/15
Milagros Santos	Parent Coordinator		6/30/15
Carmen Gomez	ENL/Bilingual Teacher		6/30/15
Jennifer Hoppa	Parent		6/30/15
Sandra Vargas	Teacher/Subject Area		6/30/15
Yasmin Arias	Teacher/Subject Area		6/30/15
Starrett Pierson	Coach		6/30/15
	Coach		6/30/15
Dalia Gonzalez	School Counselor		6/30/15
Manuel Ramirez	Superintendent		6/30/15
	Borough Field Support Center Staff Member _____		1/1/01
Ana Ramos	Other <u>SIT Team</u>		6/30/15
Nai Oviedo	Other <u>SETSS</u>		6/30/15
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **#INGEST ERROR!** School Name: **Prof. Juan Bosch**  
Superintendent: **M. Ramirez**

### Before you begin, please check the following:

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

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

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

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

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

The school determined the language spoken by each parent by administering the Home Language Identification Survey. The results are recorded in ATS by the school secretary .

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All letters to parents are sent in English and Spanish.

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

Kindergarten Orientation - September 9  
Family night - September 17  
Parent-Teacher Conferences - November 5, March 3, May 11  
Parent workshops  
PA meetings  
Literacy Nights

### **Part C: Providing Language Assistance Services**

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

A majority of our school members speak a second language such as; Spanish, Arabic and French. At least 75% of our staff speaks Spanish which is the dominant language of most ELL parents in our school.

Our staff members routinely translate all written communications that go out to parents. All letters are translated.

School aids, para-professionals, the parent coordinator, the assistant principals and parent volunteers are assigned to classrooms during curriculum nights/parent-teacher conferences and meetings as per language translation needs.

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

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.

#### **Part D: Training Staff on Policies and Procedures**

---

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

During grade level meetings

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

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

#### **Part F: Monitoring and Quality Control**

---

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

Parent Survey, workshops, PA meetings, SLT meetings, parent coordinator, guidance counselor