2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: PROFESSOR JUAN BOSCH PUBLIC SCHOOL

Principal: Deirdre Budd
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Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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Section 6: Academic Intervention Services (AIS)

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Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Professor Juan Bosch Elementary School
School Number (DBN): 06M178
BEDS Code: 310600010178
Grades Served: Kindergarten through Grade 5
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: Dalia Gonzalez
Parents’ Association President: Yokasty Tejeda
SLT Chairperson: Janavette Urena
Title I Parent Representative (or Parent Advisory Council Chairperson): Milagros Lora
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical District: 06
Superintendent: Manuel Ramirez
4360 Broadway, New York, New York 10033
Superintendent’s Office Address: MRamire4@schools.nyc.gov
Superintendent’s Email Address: (347)- 280-0388
Phone Number: 917-521-3757
Fax: 

Field Support Center (FSC)
Manhattan

Executive Director: Yuet Chu
333 Seventh Ave, 8th Floor NY, NY, 10001
YChu@schools.nyc.gov

Executive Director’s Office Address: 646-470-0721

Executive Director’s Email Address: 917-339-1765

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 and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdre Budd</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Dalia Gonzalez</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Yokasty Tejeda</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Jazmin Marquez</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Janavette Urena</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Mary Abrams</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Maya Gat</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jennifer Hoppa</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jeannine Jones</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Anabel Lopez-Garcia</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4**: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5**: Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6**: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School 178 is located in the Washington Heights community of Manhattan. This school serves population of approximately 285 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.</td>
</tr>
</tbody>
</table>
• **Mission Statement**: At P.S. 178 we believe that all students should be given the foundational skills and technological curriculum tools necessary to prepare them for success in the 21st 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.

2. **Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.**

P. S. 178 takes a continuous improvement approach to developing rigor and improving student performance, using school wide 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, Teachers College Reading and Writing Project 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.

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

**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 2018-2019 school year.

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

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.

4. **Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.**

**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. In 2018-19 we will focus on improving school-wide math achievement by creating a supportive learning environment, increasing vigorous math instruction, inviting students to a Math after-school academy, and participating in collaborative teacher teams that focus on math fluency and math literacy, as well as balanced literacy instruction.

- **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 with a strong focus in Mathematics.

Portfolio - Portfolio Committee will review portfolios to continue to develop a clear coherent portfolio to use across all grades, which all teachers will implement.

- 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.
### School Demographics and Accountability Snapshot for 06M178

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>Language Learning Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>292</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
</tr>
<tr>
<td>Types and Number of Special Classes (2018-19)</td>
</tr>
</tbody>
</table>

### School Demographics (2017-18)

  - % American Indian or Alaska Native: 0.0%
  - % Hispanic or Latino: 83.2%
  - % White: 12.7%
  - % Multi-Racial: 1.4%

- **Student Performance for Elementary and Middle Schools (2017-18)**
  - ELA Performance at levels 3 & 4: 42.6%
  - Science Performance at levels 3 & 4 (4th Grade): 94%

- **Student Performance for High Schools (2017-18)**
  - ELA Performance at levels 3 & 4: N/A
  - Global History Performance at Levels 3 & 4: N/A
  - 4 Year Graduation Rate: 94%
  - Regents Diploma w/ Advanced Designation: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

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

**Comprehensive Assessment:**

- 3rd-5th Grade Math NYS Assessment 2018
- Math MOSL in September 2017 and May 2018
- B-O-Y 2017, M-O-Y 2018 and E-O-Y 2018 Go Math Assessments
- Go Math Performance Tasks
- Teacher Observations
- Multidimensional Principal Performance Rubric

**Strengths:**

- Experienced K-5 Teacher Teams committed to rigor
- Problem Solving Protocol
- Mathematics Vocabulary
- Experienced Math Coach
- Extra Math periods with more time on for repeated practice
- CCLS aligned Math program (Go Math)
- Parent support of Math program
- Administration dedicated to common planning
- Learning Partnership Program

**Needs:**

- Activities geared toward more hands-on to promote deeper understanding and accountable conversations
- More family Math workshops
- Stronger foundation of number sense and operational skills
- Stronger foundation in CCLS Mathematical Practices to strengthen students' constructive responses
- Creating more diverse math curriculum to reach all learners
- Problem solving skills
- Develop stronger math fluency
- Develop stronger written and oral math articulation

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of students will continue to participate in additional Math instruction resulting in a 12% increase of students in grades 3-5 performing on level (80% and above) on the Go Math End-of-year Assessment. The number of math students (grades 3-5) performing on grade level will increase from 37% in 2018 to 41% in 2019.
**Part 3a – Action Plan**

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Teams</strong> plan and develop additional Math instruction to include fluency and problem solving for all students with a focus on SWDs, and ENL learners. Develop and utilize Problem Solving Protocol vertically throughout grades K-5.</td>
<td>K-5 Students</td>
<td>October 2018 through June 2019</td>
</tr>
<tr>
<td><strong>Small group instruction, push-in/pull-out, Go Math Grab and Go, Go Math Re-teach Strategies, Explicit teaching/modeling, hands on activities, Touch Math Intervention, Saturday/Afterschool Academy, Engage Math</strong></td>
<td>K-5 At risk students, SWDs, ELLs</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td><strong>Math workshops for parents, Math Night, signed and returned chapter tests</strong></td>
<td>All K-5 Parents, K-5 Students</td>
<td>October 2018 through June 2019</td>
</tr>
</tbody>
</table>

*After-school Math Academies utilizing small group instruction to meet individual needs*

**3b – Parent and Family Engagement**

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

Beginning in October 2018 and continuing to May 2019, PS 178 will invite parents to math workshops on K-5 curriculum. We will also continue to hold our Math Nights for parents and students.

**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 planning time for K-5 teachers
- Funding for materials
- Saturday/Afterschool Math Academy

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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**Part 5 – Progress Monitoring**

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

By January 2019, the number of students in grades 3-5 performing on grade level (80% and above) will increase by 12% on the Go Math Mid-year Assessment on covered content, as compared to the 2018 Go Math End-of-year Assessment.

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

Administrators’ observations, and Academy attendance sheets, and the mid year Midyear Go Math assessment

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Comprehensive Assessment:

OORS Report 2017-2018

- Lunchroom Personnel Observations
- Student/Parent feedback
- Classroom Teacher Observations
- Cluster Teacher Observations
- Positive Behavior Intervention Support (PBIS) Team feedback

Strengths:

- At risk Guidance Counseling
- School Aids and Paraprofessionals are present in the lunchroom and school yard.
- Students are engaged in organized play
- School-wide GEMS reward program
- Emotionally Responsive Practice (ERP) professional development implemented Spring 2016
- ERP professional development for K-1 teachers 2016-2017
- ERTP Team
- Therapeutic Crisis Intervention for Schools (TCIS) PD for staff
- Positive Behavior Intervention Strategies (PBIS) Team
- More indoor play manipulatives for K-2

Needs:

- Stuff bears for K classrooms
- More indoor play materials for K-2
- Train remaining staff members in TCIS

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of staff will have attended emotionally responsive or crisis intervention training workshops to learn and implement emotional responsive strategies and approaches in their classrooms, to build community and improve school-wide behaviors, as evidenced by a no net increase (0%) in the number of incidents as measured by the school's ORRS report.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Students, K-5 Teachers</td>
<td>September 2018- June 2019</td>
<td>Instructional Staff, K-5 teachers, Paraprofessionals</td>
</tr>
<tr>
<td>Parent Association and SLT</td>
<td>September 2018-June 2019</td>
<td>Councilor, Parent Coordinator,</td>
</tr>
</tbody>
</table>

- Instructional staff and teacher teams will meet during common planning time to discuss how to implement strategies and reflect on emotional responsive practices to meet the emotional needs of all students with a focus on SWDs, and ENL learners.
- Parent workshop on emotionally responsive practices.
- Additional Staff workshops to provide training for custodial, kitchen, school aides, and office staff on emotional responsive strategies.

### 3b – Parent and Family Engagement

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

Beginning in October and continuing to May 2019, PS 178 will invite parents to workshops on TCIS.

### 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:**

- Administrators create a schedule that allows for K-1 teacher meetings with ERP Team
- Administrators create a schedule that allows for K-5 teacher meetings for TCIS conversations/reflections
- Purchase of materials to implement the ERP Bear curriculum
- Funding for TCIS professional development
- Funding per diem

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td></td>
<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019 100% of staff will have attended emotionally responsive or crisis intervention training workshops, as evidenced by agendas and a no net increase (0%) in the ORRS report.

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

Administrators’ observations, K-5 agendas and attendance.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Comprehensive Assessment:

- 3-5 ELA/Math NYS Assessment 2018
- B-O-Y 2017 and E-O-Y 2018 ELA and Math MOSL
- B-O-Y 2017 and E-O-Y 2018 Go Math
- Student work/end of Writing Units PBA during 2017-2018
- Teacher Observations
- Multidimensional Principal Performance Rubric
- IEP Goals

Strengths:

- Grade Teacher Teams committed to rigor
- ASD Nest program meetings
- Established ASD protocols
- AIS vertical planning
- Administration dedicated to common planning
- Learning Partners Program

Needs:

- Additional program based teacher driven professional development (ICT, Dual-language, NEST)
- Continue to adapt ASD NEST meeting protocols to program based meetings
- Develop stronger math fluency
- Develop stronger written and oral math articulation
- Develop stronger problem skills

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of K-5 teachers will participate in a minimum of 5 program based (ICT, Dual-language, NEST), teacher driven professional development sessions, focusing on differentiation to challenge all learners (ELLs, SWDs,) resulting in an increase in students reaching benchmark grade level F & P with a focus on ELLS and SWDs.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td><strong>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).</strong></td>
<td><strong>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).</strong></td>
</tr>
</tbody>
</table>

- Designate a minimum of 5 program based professional development sessions, create program based meeting protocols

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>October 2018 through June 2019</td>
<td>Administrators, All Teachers, All Providers</td>
</tr>
</tbody>
</table>

- Read/assess IEP goals, scores, NYS ELA/Math scores, and analyze student work to plan differentiated instructional practices

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers, all students</td>
<td>October 2018 through June 2019</td>
<td>Administrators, All Teachers, Math Coach,</td>
</tr>
</tbody>
</table>

- Academic/Home-work Parent Workshops, Curriculum Night, Open School Week, Parent-Teacher Conferences, Publishing Parties, End of Unit Celebrations

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
<td>September 2018 through June 2019</td>
<td>Administrators, All Teachers, Math Coach, Parent Coordinator</td>
</tr>
</tbody>
</table>

* *Early Riser’s Reading Club using Raz Kids on-line reading program*

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 and 2 students in grades 3-5</td>
<td>October 2018 through April 2019</td>
<td>Administrators, Parent Coordinator,</td>
</tr>
</tbody>
</table>

* *Saturday and After-school ELA academy using small group instruction*

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 and 2 students in grades 3-5</td>
<td>October 2018 through March 2019</td>
<td>Administrators, Per session teachers,</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Beginning in October 2018 and continuing to May 2019, PS 178 will invite parents to workshops on K-5 curriculum. We will also continue to hold celebratory events in classrooms such as publishing parties and end of unit celebration.

**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 Program based professional development
- Administrators create a schedule that allows for K-5 Grade Team planning

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

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

Part 5 – Progress Monitoring

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

By January 2019, students achieving benchmark F & P grade levels will have increased by 6% as compared to mid-year 2018.

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

Agendas and sign-in sheets

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 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

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

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

#### Comprehensive Assessment:
- Parent School Survey
- Teacher School Survey
- Multidimensional Principal Performance Rubric
- Quality Review
- Formal and Informal Teacher Observations
- Teacher Evaluations for 2018-19
- 3-5 ELA and Math NYS Assessments
- ELA and Math MOSL
- IRL E-O-Y 2018

#### Strengths:
- Participated in the Enhancing Professional Practice: Inter-visitations Series
- Cabinet meetings

#### Needs:
- Scheduling professional development

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, 100% of K-5 teachers will participate in a minimum of 5 program based (ICT, Dual-language, NEST), teacher driven professional development sessions, focusing on differentiation to challenge all learners (ELLS, SWDs,) resulting in an increase in students reaching benchmark grade level F & P with a focus on ELLs and SWDs.**
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Teachers</strong></td>
<td>September 2018 through June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td><strong>Teachers with less than 3 years experience</strong></td>
<td>September 2018 through June 2019</td>
<td>Administrators, All Teachers</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>October 2018 through June 2019</td>
<td>Administrators, Teachers, Parent Coordinator, Math Coach</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>March 2018 through June 2019</td>
<td>Administrators, Literacy Lead, Teachers</td>
</tr>
<tr>
<td><strong>All ICT Teachers</strong></td>
<td>February 2018 through June 2019</td>
<td>Administrators, Staff Developer</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Beginning in October 2018 and continuing May 2019, PS 178 will invite parent to various workshops on K-5 curriculum. Parent-Teacher Conferences, Curriculum Night, Open School Week, Annual Reviews and Open Parent Time on Tuesdays.

### 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.
Funding for mentors

- Funding for per diem
- Funding for per session PD
- Administrators create a schedule that allows for teacher feedback sessions
- Administrators create a schedule that allows weekly administration meeting
- Funding for Staff Developer

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

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

Part 5 – Progress Monitoring

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

By January 2019, Teachers with less than 3 years experience will have at least 4 observations with feedback addressing Danielson's 3c in ELA.

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

Danielson Rubric, Low Inference notes, teacher observations, IRL

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Comprehensive Assessment:

- NYC Parent School Survey 2018
- Teacher Feedback
- Parent association Feedback
- School Leadership Team Parent Constituents' feedback
- Parent Coordinator feedback

Strengths:

- Welcoming School
- Culture of Inclusiveness
- Parent Coordinator
- Monthly Letters home
- Successful Workshops 2017-2018
- School Leadership Team
- Parent Association

Needs:

- Diversity of workshop themes
- Increase number of school events which include parents
- School-wide website
- Planning time for workshops

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, PS 178, in collaboration with the Parent Association, will raise the level of parent engagement by 20% as evidenced by sign-in sheets from parents' attendance in 2018.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Strategies</strong></td>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
</tr>
<tr>
<td>Increase number of opportunities for parents to be involved in school-wide academic, cultural and art events during school day, after school, and weekends.</td>
<td>All students, all Parents</td>
<td>October 2018 through June 2019</td>
</tr>
<tr>
<td>Design and implement a variety of workshops reflection of the needs of the parents.</td>
<td>All Parents</td>
<td>September 2018, through June 2019</td>
</tr>
<tr>
<td>Improve the school-wide website to strengthen outreach and communication to parents involving workshops and school events.</td>
<td>All Parents</td>
<td>October 2018 through June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Beginning in October and continuing to May 2018, PS 178 will invite parents to adult informational/educational Saturday workshops planned and implemented by PS 178 Parent Coordinator with support form the PS 178 Parents Association.

### 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.

- Funding for per session
- Funding for per diem
• Funding for workshop material

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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</table>

Part 5 – Progress Monitoring

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

By January 2019, parent involvement will increase by 20% as compared to parent attendance in 2018.

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

Agendas and attendance sheets

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**  
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>IRL/Screening, Teacher Observation, Student work, and Progress Monitoring</td>
<td>Fountas and Pinnell Leveled Literacy Intervention, Great Leaps, Repeated Readings, Guided Readings, Interactive Writing and Shared Readings, Fundations, Raz-Kids</td>
<td>Small group, one-to-one, tutoring</td>
<td>During school day, Saturday and After-school Academy, and Early Risers’ Reading Club</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Baseline/BOY Assessment, MOSL, Teacher Observation, Student work, and Progress Monitoring</td>
<td>Dream Box, Smartboar activities, Repeated Practice, Touch Math Intervention, and hands-on activities</td>
<td>Small group, one-to-one, tutoring</td>
<td>During school day, Saturday and After-school Academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher Observation, Student work, and Progress Monitoring</td>
<td>Repeated Readings, Interactive Writing and Shared Readings, Smartboard Activities, and Hands-on Experiments</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Teacher Observation, Student work, and Progress Monitoring</td>
<td>Repeated Readings, Interactive Writing and Shared Readings, Smartboard Activities</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher Referral, Parent request</td>
<td>Respect for All, PBIS, Dancing Classrooms, Anti-bullying strategies, Safety Skills, Inter Personal Skills, Conflict Resolution, Cooperative groups, Setting Boundaries</td>
<td>Small group</td>
<td>During school day</td>
</tr>
<tr>
<td>Expressing Feelings, GEMS Program, Emotionally Responsive Practices, and Therapeutic Crisis for Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

Through the McKinney-Vento Act, P.S. 178 provides support by making resources available such as: clothing, school supplies, Metro Cards, funding for school trips, school photos, and book fairs, referrals to city agencies dealing with STH, and additional support when necessary.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Hiring Hall

P.S. 178 Interview Team

Consultation Committee

Wellness Committee

PBIS Team

Teacher Teams

Rtl Team

Informal/Formal Observation/Feedback

Collaborative Learning Through Peer Inter-visitations

P.S. 178 Theory of Action

Professional Development:

- Teachers College Reading and Writing Project
- Go Math
- Reading Reform
- DOE Learning Partners Program
- Rtl workshops
- ELL workshops
- SWD Workshops
- Fundations
- Collaborative Learning Through Peer Inter-visitations
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).

- Teacher College Reading and Writing Project
- Go Math/Touch Math
- Foundations
- RtI workshops
- ELL workshops
- Collaborative Learning Through Peer Inter-visitations
- Teacher Teams
- PBIS
- Learning Partners Program
- Danielson Framework for Teaching
- Emotionally Responsive Practice

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.).

- School tours are conducted October through March. Letters are sent home informing parents regarding registration details.
● The principal or designee attends Pre-Kindergarten fairs and informational events.

● Pre-kindergarten parents and children are invited to attend school events such as Literacy Night and Spring Street Fair.

● 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.

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 NYSESLA, Benchmark IRL, and Go Math benchmark assessments/Go Math PBA, ELA and Math MOSL, TCRWP 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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>152,913.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>52,246.00</td>
<td>x</td>
<td>5A, 5D</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>x</td>
<td>5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,088,641.00</td>
<td>x</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
</table>

**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 Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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.

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
</table>

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;

## Parental Involvement and School Quality

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

**School-Parent Compact**

**P.S. 178** in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

**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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

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

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>178</td>
</tr>
</tbody>
</table>

School Name: Prof. Juan Bosch

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach type</th>
<th>ENL Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdre Budd</td>
<td>Patricia Sanchez</td>
<td>Starrett Pierson, Math Coach</td>
<td>School Counselor</td>
<td>Carmen Gomez</td>
<td>Dalia Gonzalez, Social Worker</td>
<td>Yasmin Arias, Dual Language</td>
<td>Milagros Santos</td>
<td>Field Support Center Staff Member</td>
<td>Nai Oviedo, SETSS</td>
<td>Manuel Ramirez</td>
<td>Ana Ramos, SIT Team</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
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<td>Dual language program (DL)</td>
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<td>Freestanding ENL</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

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

   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.

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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.

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

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

Programming and Scheduling Information

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

   a. Freestanding ENL program.

   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 with 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.
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 NYSELSAT 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 (themetic / 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 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 heterogenous and homogenous 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.

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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/strands to focus in on and provide small group instruction with progress monitoring.

9. Based on data and trends, 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.
10. If you had a bilingual program, what was the reason you closed it?
   Paste response to question here: No programs/services will be discontinued

11. 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

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

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   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
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16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 customs. 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.

17. What language electives are offered to ELLs?

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

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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 are 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.

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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)

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:

- September 8, 2015 “Intervisitations: Planning for all students including ELLs”
- November 2, 2015 “STARS Classroom and ELLs”
- November 23, 2015 “Creating an RTI Model for ELLs’ Academic Success”
- December 14, 2015 “Collaborative Conversations: Implications for ELLs”
- 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.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Paste response to question here:

- Grade level teacher meeting to support and prepare students as they move into middle school.
- Guidance Councilor 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.

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 abreast of current best practices for ELL instruction in language and content areas.

**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 NYSELSLAT, 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. 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 welcome 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

### 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:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Deirdre Budd, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdre Budd</td>
<td>Principal</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Patricia Sanchez</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Milagros Santos</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Carmen Gomez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Jennifer Hoppa</td>
<td>Parent</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Sandra Vargas</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Yasmin Arias</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Starrett Pierson</td>
<td>Coach</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Dalia Gonzalez</td>
<td>School Counselor</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ana Ramos</td>
<td>Other SIT Team</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td>Nai Oviedo</td>
<td>Other SETSS</td>
<td></td>
<td>6/30/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<td>1/1/01</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: | School Name: | Prof. Juan Bosch | Superintendent: | M. Ramirez

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

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

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

   The 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All letters to parents are sent in English and Spanish.</td>
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</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Orientation - September 9</td>
<td></td>
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<tr>
<td>Family night - September 17</td>
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<td></td>
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<tr>
<td>Parent-Teacher Conferences - November 5, March 3, May 11</td>
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<tr>
<td>Parent workshops</td>
<td></td>
<td></td>
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<tr>
<td>PA meetings</td>
<td></td>
<td></td>
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<tr>
<td>Literacy Nights</td>
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</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

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

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 E: Monitoring Provision of Language Services

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

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