



**SHUANG WEN SCHOOL
P.S./M.S. 184M**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 01M0184

ADDRESS: 327 CHERRY STREET, NEW YORK, NY 10002

TELEPHONE: (212) 602-9700

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 0184M **SCHOOL NAME:** Shuang Wen School

SCHOOL ADDRESS: 327 Cherry Street, New York, NY 10002

SCHOOL TELEPHONE: 212-602-9700 **FAX:** 212-602-9710

SCHOOL CONTACT PERSON: Kiu Chan Lei **EMAIL ADDRESS:** kchanlei@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Ling ling Chou

UFT CHAPTER LEADER: Barbara McClung

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 20

NETWORK LEADER: _____

SUPERINTENDENT: _____

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ling ling Chou	*Principal or Designee	
Barbara McClung	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
Flora Feng	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony Tran	Member/Parent	
Angel Figueroa	Member/Parent	
Luther Robinson, III	Member/Parent	
	Member/Parent	
Elsa Chen	Member/Teacher	
Monique Michael	Member/Teacher	
Lauren Phillips	Member/Teacher	

Marion Porter	Member/Teacher	
Steven Gladden	Member/Teacher	
Treena Thibodeau	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Shuang Wen School incorporates a dual language and dual culture approach with parental involvement and community support to prepare our students to attain the highest standards in an increasingly global society. It has grown to a full Pre K to Grade 8 school as of September 2006 and will have just graduated its fourth eighth grade class in June 2010.

Shuang Wen School (which translates as dual language – dual culture school), PS/MS 184, is located on the Lower East Side, adjacent to Chinatown, in the borough of Manhattan. Opened in 1998, as the only English/Mandarin Chinese public school in New York City, it was formed with the collaborative efforts of the New Visions for Public Schools and the Shuang Wen Network of parents and the community. Shuang Wen School's highest goal is to ensure excellence in students' learning, teachers' instruction and in community participation. Students, parents and staff believe that Shuang Wen provides a safe, nurturing, and warm learning environment. Shuang Wen is the one of the top ranked public schools in NYC with such a high proportion of low income families.

Unique features in the early childhood and primary classrooms include intergenerational classrooms where Mandarin speaking senior citizens serve as assistants in a "hands on" approach to learning.

The upper elementary grades work within a higher order strategic thinking approach to learning across the subject disciplines. In addition, students have many opportunities to learn through cooperative group projects as a means to apply and communicate their learning through creative presentations. Rigor is continued and enforced in the middle school, where students are prepared to meet the academic and social demands of high school and beyond. Within each facet of our school, a particular emphasis is placed on small group and individualized support for all students including those whose first language is not English, those who require extra support to meet state requisites, as well as those students who are in need of enrichment.

Parental participation and support, both in the day school and the after school, is integral to the Shuang Wen community whereby parents become leaders, learners and volunteers within the school community.

In September 2010 Shuang Wen will launch a 50-50 self-contained Dual language model in during daytime instruction in the Pre-K and K classrooms. This model will grow by one grade in subsequent years.

The dual language Chinese aspect of Shuang Wen continues in our immersion Mandarin After School Program, staffed by highly qualified native speaking teachers. Students across all grades receive instruction in the study of Mandarin Chinese language, literature and history and Chinese culture through dance, art, and music.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./M.S. 184M Shuang Wen School				
District:	01	DBN #:	01M184	School BEDS Code:	310100010184

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	X K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	58	57		99.1	98.9	TBD		
Kindergarten	61	64	93						
Grade 1	81	62	65	Student Stability: % of Enrollment					
Grade 2	68	80	67	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	59	69	73		88.6	89.5	TBD		
Grade 4	57	57	66						
Grade 5	54	58	59	Poverty Rate: % of Enrollment					
Grade 6	53	54	56	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	48	56	53		72.2	70.6	77.8		
Grade 8	56	53	57						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	6	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	573	611	646		5	12	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	5	Principal Suspensions	5	1	TBD		
Number all others	23	33	33	Superintendent Suspensions	0	2	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

DEMOGRAPHICS

(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	55	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	69	55	61				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	38	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.5	0.7	0.9	Percent more than two years teaching in this school	59.4	50.0	TBD
Black or African American	5.6	4.9	5.3	Percent more than five years teaching anywhere	43.8	42.1	TBD
Hispanic or Latino	3.8	3.3	4.5				
Asian or Native Hawaiian/Other Pacific Isl.	82.9	82.7	80.2	Percent Masters Degree or higher	91.0	92.0	TBD
White	7.2	7.5	7.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	X		ELA:		
	Math:	X		Math:		
	Science:	X		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	X	X	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander	X	X					
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient		X					
Economically Disadvantaged	X	X					
Student groups making AYP in each subject	3	4	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	92.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Major Findings

Performance Trends

Results of the 2009-2010 NYS ELA and Mathematics have not been released. However, we have received the levels for students who have not met promotional criteria. 100% of students in grades 3-7 have met promotional criteria in both Mathematics and English Language Arts. 100% of 8th grade students have met the promotional criteria on the New York State Mathematics Assessment. 93% of 8th grade students have met promotional criteria on the New York State English Language Arts Assessment. The four students who did not meet promotional criteria are English Language Learners who have recently arrived.

Strengths

After reviewing our school progress report, it is clear that our greatest strengths are our student attendance and our student performance on the statewide assessments.

Professional development has been enhanced by the AUSSIE consultant group which is working with our Kindergarten CTT class, with primary grades in math, science and ELA curriculum and with middle school teachers in science and ELA curriculum. The AIS team has grown to include a full time IEP teacher, full time primary grades/Reading Recovery trained teacher, and two part time teachers to support the upper elementary and middle school grades. AIS staff has created a schedule of all students in need of Tier-2 interventions and pull small groups of target students or push-in to classrooms to support these students. The Middle School (grades 6-8) have begun advisory groups to help students, in a small group setting, with academic as well as social issues.

Cultural community outreach activities for Shuang Wen students and the greater school community continue to be one of our strengths. We will continue to bring performances by students in grades 4 through 8 to senior homes, hospitals and hospices in the area to perform Chinese cultural songs, poems and dances.

Accomplishments

Our accomplishments include an effort to build a strong school community. There was an increase in participation and representation on various school committees and teams. A Hiring committee was formed with teacher, coach, and administrative members who developed a process and protocol for hiring that will continue to improve and set precedent for future hiring. A Library committee with members from administration, teachers, and parents continue to enhance Shuang Wen's new library which opened in the fall

2008 and will continue to expand. An active School Leadership Team continues to have a critical role in decision making on all levels. Having more participation among these committees from different members of the school community has truly been an accomplishment and has made our school community stronger.

Ongoing partnerships with outside community organizations have enhanced and extended our curriculum. We have expanded our partnership with NY Cares to include a morning Math games program where volunteers from the business community work to enrich and remediate the third grade math curriculum. Additionally, NY Cares is coordinating a group of volunteers from the around the city to run a summer carnival to engage our students with sports and arts and crafts activities. National Dance Institute continues to work with 4th and 5th grades training them in a 2-week modern dance program incorporating team building and cooperation to culminate in a performance. 3rd Street Music School works with our K-1st grade students in a movement through music program from October through the end of the year. Students are taught stories through song and then hold a year end performance. 3rd Street Music School taught keyboarding to 3rd grader. For the first time, the Taiwan Arts Fair visited Shuang Wen. Master artists flew in from Taiwan to share their craft with our students. Students were exposed to arts ranging from silhouette design to clay sculptures. Middle School Advisory has become an integral part of our 6th-8th grade curriculum. Students meet in cross-grade groups to improve social skills and held a Career Day in the winter. The Advisory groups reorganized into clubs based on students' needs. Third graders participated "Learning Through Arts" with the Guggenheim Museum.

Another accomplishment has been our effort to continue to balance the dual language and dual culture instruction in our school. Three teachers have been assigned to teach social studies content in Chinese to pre-K-8th grade students during Day School time.

Finally, some accomplishments we have experienced at the student and class level include 66% of eighth graders have been accepted by the Specialized High Schools and La Guardia High School. For the eighth graders who took the Integrated Algebra I Regents Exam we had passing rate of 100%, which gives students credit towards high school in the accelerated mathematics Regents level course for eighth graders.

Challenges

Showing progress on the New York State English Language Assessment has been a challenge. As a relatively high performing school, with about 95% meeting or exceeding the state standard with levels 3 and 4, it has been difficult to show progress. In addition, we continue to admit new upper grade students from China, often times in the middle of the school year. Teachers struggle with how to best instruct and support these students.

We are working toward efficient and useful vertical planning in ELA and math between grades to have continuity in the curriculum. In addition we are continuing to learn and grow in the area of differentiated instruction. 64.5 per-session hours were granted by New Visions to conduct planning sessions using the new Core Standards that will be adopted by New York State in 2011.

In addition, disaggregating data at a deeper level in order to study student progress has been a challenge. Administration and teachers alike continue to work to improve their ability and understanding of data collection, analysis and implications.

Communication across the school community continues to be a challenge as our school has grown at a rapid pace in the last few years. We have had five different parent coordinators within the last four years, which makes consistency and building systems for communication with families difficult. In addition, turnout on our school survey could be improved. Findings on our 2008-2009 Learning Environment Survey indicated that we received 6.6 points out of 10 for communication as indicated by families, students and staff. It is clear that this is an area that must be addressed.

Finally, as our pre kindergarten and kindergarten transition into instruction based on a 50/50 dual language model, teachers will need support for their planning and instruction. Also, the school will continue to face the challenge to find fully licensed & qualified bilingual education teachers amidst the current hiring freeze.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Developing Good Citizenship – sustaining the whole student and building community

In the 2010-2011 year, we plan to build community and develop citizenship among all students and school personnel. Increase communication throughout the school community with the support from pedagogues. We plan to increase our "communication" score on the NYC School Survey by at least 1 point and increase the level of student and teacher engagement, as measured by completed surveys.

2. Oral Language Development & Written Expression across content areas

Upon further analyzing of data and the growing ELL population at our school, especially in the testing grades, we want to develop oral language and written expression across all content areas. Increase the level of oral language activities in the classrooms, targeting development of all students, especially those performing in the lowest third in all subject areas.

3. Building Shuang Wen School's Dual Language Program

We will develop our Dual Language program in our early childhood classrooms (Pre-kindergarten & Kindergarten). We will work with the Shuang Wen school community (SLT, PA, teachers and staff) to grow an appropriate model of DL for our school so that each year we will incorporate more Chinese culture & language instruction.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Building School Community

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 year, we plan to build community and develop citizenship among all students and school personnel. Increase communication throughout the school community with the support from pedagogues. We plan to increase our “communication” score on the NYC School Survey by at least 1 point and increase the level of student and teacher engagement, as measured by completed surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Engage school staff in open discourse and planning through Thursday morning (extended time) meetings <ol style="list-style-type: none"> 1. Dual Language program 2. School-wide professional development • Increase number of Parent Workshops to educate and engage families in their child(ren’s) education. Topics are inclusive of, but not limited to: Overview of the Common Core State Standards in ELA and MATH, Introduction to School Based Support Team, Proper Discipline at home, Early Childhood literacy, New State Examinations, etc. • Engage school community and outside resources to promote social empathy, e.g. The Inner Resilience Program, Morningside Heights Center, 4-5th grade Social Issues and Action Unit, New York Cares –Math games, Lego Robotics program, Math Olympics. • Conduct staff meetings on how to solve issues, implement the Code of Discipline, implement RTI

	<ul style="list-style-type: none"> • Environmental Conservation Projects (Energy Patrol grades 3-6; Reduce, Reuse, Recycle all grades) • Use of Skedula, computer calendar database, to communicate with school personnel about important dates and meetings. • Middle School <ol style="list-style-type: none"> 1. Advisory – weekly meetings to support academic, social and emotional needs 2. Chat and Chew – voluntary lunch meeting 3. “No Place for Hate” – Anti-defamation League Program 4. Math and Science Fair • School Wide Field Day • Administer semi-annual surveys to track our progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Datacation - Skedula calendar program From TL Children First Network Support: \$39,225 • AUSSIE consultants (ELA & Math)from Title 1 SWP: \$75,000 • ELA Coach (Donna Chin): 44.41% from TL Fair Student Funding \$29,689 and 55.59% from Construct for Excellence FY09 \$49,914 • Math Coach (Jenny Kwong): 30% from TL Fair students Funding \$20,056 and 70% Title I ARRA SWP \$46,797 • School Leadership Team: \$4,200 • School-based Inquiry Team from TL Children First Inquiry Team: \$7,144
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By the end of the 2010-11 school year, we will have increased our “communication” score as measured in the <i>NYC School Survey</i> by at least one point. All staff will become familiar with using the online calendar tool to communicate with the greater school community about important dates and events.</p>

Subject/Area (where relevant): Oral language development and written expression

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Upon further analyzing of data and the growing ELL population at our school, especially in the testing grades, we want to develop oral language and written expression across all content areas. Increase the level of oral language activities in the classrooms, targeting development of all students, especially those performing in the lowest third in all subject areas. At least one year’s progress will be made by the students performing in the lowest third as assessed by the New York State assessments in mathematics, English language arts and Science.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ongoing professional development opportunities, both on-site and off-site, coordinated and/or provided by the literacy coach and ESL teaching staff. Literacy coach and support staff will support teachers through demonstrations, observations and grade level meetings. Formation of study groups facilitated by teacher leaders will continue the work started in the last few school years. Mini-inquiry teams will develop out of the professional learning groups. AIS staff will support students in Tiers 2-3 by pulling small groups or pushing-in to the classrooms. Implementation of Saturday Academy and after school test preparation program will commence after the first marking period. Implementation of elementary school-wide use of Words Their way.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • AUSSIE consultants (ELA & Math)from Title 1 SWP: \$75,000 • ELA Coach (Donna Chin): 44.41% from TL Fair Student Funding \$29,689 and 55.59% from Construct for Excellence FY09 \$49,914 • Math Coach (Jenny Kwong): 30% from TL Fair students Funding \$20,056 and 70% Title I ARRA SWP \$46,797
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Ongoing data analysis from Acuity and TC Assessment Pro to monitor progress on Interim assessments will occur 3-4 times throughout the year.</p>

Subject/Area (where relevant): Building Shuang Wen School's Dual Language Program

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will develop our Dual Language program in our early childhood classrooms (Pre-kindergarten & Kindergarten). We will work with the Shuang Wen school community (SLT, PA, teachers and staff) to grow an appropriate model of DL for our school so that each year we will incorporate more Chinese culture & language instruction.</p> <ul style="list-style-type: none"> • Increase the number of bilingually certified pedagogues by 3% • Increase the number of current staff enrollment in coursework towards the bilingual certification by 5%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase the number of bilingually certified pedagogues through coursework for current personnel and any new hiring. • Use dual language planning and implementation grant to attend DOE workshops, develop bilingual materials, and conduct staff training. • Research grant or scholarship opportunities to fund current staff coursework towards their bilingual certification. • Work closely with ALBETAC for guidance and training <ol style="list-style-type: none"> 1. Inter-visitations to other DL programs 2. Professional development 3. Recruitment of qualified candidates • Engage school community in discussion and decision making around the growth of our DL program <ol style="list-style-type: none"> 1. Monthly SLT meetings 2. Monthly DL meetings with staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • AUSSIE consultants (ELA & Math) from Title 1 SWP: \$75,000 • Parent Coordinator (Wu Yong Shu) from TL Parent Coordinator: \$32,237
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increase the number of participants, of current staff, who are enrolled in coursework that will result in credentials towards bilingual certification. At least 2-3 more teachers will enroll in coursework towards bilingual certification. Any new staff hired will have Chinese bilingual certification.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	5	0	0	4
1	30	20	N/A	N/A	5	0	0	2
2	30	25	N/A	N/A	7	0	0	4
3	30	20	N/A	N/A	9	0	0	3
4	35	20	72	0	7	0	0	4
5	30	20	12	20	5	0	0	2
6	20	15	12	0	6	0	2	5
7	20	15	14	0	14	0	0	2
8	20	15	16	20	57 (HS articulation)	0	0	4
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> -<u>Multi-sensory reading instruction through the Wilson Reading Program</u>: Small group instruction directly targeting decoding/encoding needs in a group no larger than 8 -<u>Multi-sensory reading instruction through Foundations (First and Second Grade)</u>: Small group instruction directly targeting decoding/encoding needs in a group no larger than 8 -<u>Reading Instruction through Read Naturally, a Computer-Based multi-faceted approach to reading (Second—Eighth Grade)</u>: Small group instruction in groups no larger than 8 -<u>Small group literacy instruction for fifth graders</u>: A group of eighth fifth graders are pulled out to receive word work, reading and writing instruction in a specialized block designed to meet the needs of 6-8 low-performing students -<u>Push-in/Pull-out Middle School Guided Reading (Sixth—Eighth Grade)</u> -<u>Reading Recovery (First Grade)</u>: Five times a week—One-to-one direct and targeted reading instruction -<u>Transitional Reading Recovery (Second Grade)</u>: Five times a week— One-to-one direct and targeted reading instruction -<u>Guided Reading (First and Second Grade)</u>: Five times a week—Push-in/Pull-out groups that are no larger than six -<u>Small group test preparation instruction before school, after school and strategy lessons within the classroom (Third—Eighth Grade)</u> -<u>Strategy Reading/Writing lessons in the classroom</u>: Daily, small group -<u>Small group test preparation instruction on Saturdays (Third—Eighth Grade)</u> -<u>Extended day four times a week before school (Kindergarten—Eighth Grade)</u>
Mathematics:	<ul style="list-style-type: none"> -<u>Extended day four times a week before school (Kindergarten—Eighth Grade)</u> -<u>Small group push-in/pull-out services targeting the needs of ELLs (Fifth—Eighth Grade)</u> -<u>Small group push-in/pull-out math groups: (First/Second Grade)</u>: A differentiated math lesson for groups no larger than 8 -<u>One-to-One tutoring</u>
Science:	<ul style="list-style-type: none"> -<u>Small group instruction, with the use of Glencoe soft cover textbooks</u>: Students struggling in science use books that are written in simpler language in order to meet the student at his/her current academic level

	<p><u>-At-risk students attend a small-group extended day program one morning a week before school</u></p> <p><u>-Modified curriculum/textbook for ELLs</u></p>
Social Studies:	- <u>Small group instruction using core social studies materials</u> : Students are provided with materials that are at his/her current academic level
At-risk Services Provided by the Guidance Counselor:	Upon a referral from the teacher, the school guidance counselor will observe the student and use measureable indicators of student performance to assess and determine the need and level of service. If at-risk services are deemed appropriate, the guidance counselor will meet with the teachers and the parents to establish a specific program for the student, either small group or one-to-one during the school day. After a cycle of at-risk counseling, it will be assessed if services should be continued on a more permanent basis. The guidance counselor will also refer the student and parent to outside agencies for further treatment, evaluation and/or programs.
At-risk Services Provided by the School Psychologist:	The psychologist consults with teachers and parents concerning strategies for working with specific students in the classroom and at home. She also facilitates referrals.
At-risk Services Provided by the Social Worker:	The social worker sees mandated students on an individual basis during the school day once a week to improve social skills and self-esteem. The social worker also works with students and families during the referral process.
At-risk Health-related Services:	Services are provided as indicated in the Medication Administration Form.

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

NCLB/SED requirement for all schools

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

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s): 3rd-8th **Number of Students to be Served:** About 20 **LEP** 13 **Non-LEP:** About 7

Number of Teachers: 2 **Other Staff (Specify):** 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

The Title III After School and Saturday School programs provide additional language support to some of the school's ELL population and a handful of the school's former ELLs / Transitional students. The ELL population that is served is the population of students who are in Grades 3-8. These students are in the testing grades and as a result of the NCLB Act, the standards for ELLs are much higher so wherever and whenever possible, it is useful and necessary to support the students with supplementary services that will continue to expose the students to the English language. Approximately 25 students are current ELLs who have not yet passed the NYSESLAT. Approximately 10 students who participate have recently tested out or were once in the program, tested out, but still have language needs that can be supported by the program. There are two certified ESL teachers who teach in the After School Program. There is one certified teacher who teaches in the Saturday School Program. The students are pulled out by grade level / language ability groups for the After School program. In order to reach as many students as possible, each group gets one additional hour a week in the Title III After School program. If they are identified as needing even further support, the students are encouraged to attend the school's Saturday program, also funded by Title III, which runs for three hours every Saturday, from 9:00 to 12:00. In the past, the lower grades ESL teacher has taken a 3rd Grade group, and a mixed 4th and 5th Grade group. The students were mostly at the Advanced level of language. Some students were High Intermediates. The 4th and 5th Grade group consists of High Advanced, but will be geared to support mostly Transitional Students who either recently passed the NYSESLAT or were once in the ESL program earlier in their school careers, but still need the language support. The Upper Grades ESL Teacher has taken mixed grades by proficiency level in her after school group. This consisted of a Beginner Group ranging from Grades 5-8, and an Advanced and Transitional Group, also in mixed grade levels, but mostly 6th – 8th Grades. The Saturday School Program is a program geared for Newcomer ELLs (ELLs who have been in the country for less than three years). The students who are invited are in Grades 5-8. It is predicted that approximately 20 students will be asked to participate in the program, with the realistic expectation that 10 to 15 students will regularly attend. The school would like to keep the same programs for next year's Title III plan because the needs tend to stay the same.

The types of programs and activities that are utilized during the Title III programs are the result of conversations with the principal and with the ESL teachers, who have determined that students need additional exposure to English in a fun, creative, cultural way, with activities that vary from the instruction that is done during the school day. There is a huge focus on oral language usage and development. The students engage in Readers' Theater, reciting jazz chants related to content, culture, and grammar, learn different songs and work with fluency programs. They will also utilize poetry collections and scripts from other relevant sources in order to enhance their motivation and oral language and academic experiences simultaneously. Another focus will be on listening skills. Students will also use books on CDs to enhance their listening skills in English, which should come from a variety of speakers, not just familiar teachers' voices, so the CDs are helpful. Some series that the students will be using are: Fluency Kits from the suppliers of Readers Theater collections, familiar characters series books on CDs such as Arthur, Curious George, Madeline, and chapter books that have series that ELLs like such as: Junie B. Jones, Magic Tree House, and ABC Mysteries. Another focus of both programs will be current events. In order for the students to appreciate living in America, it is important to give them exposure to events in America and as a comparison of what is also occurring around the world, both from where the students are from and other countries. Students will use the Indy Kids newspaper, which is a paper that is geared towards students' understanding with both their content, and interest level. During Saturday School, it is also a goal to incorporate American cultural experiences and specifically New York experiences. This should enhance language development and help students appreciate living in New York. Materials that will support this type of instruction are books and DVDs about New York City and State. Some titles include: Christmastime in New York City and Amy Elizabeth Explores Bloomingdales. The books will be ordered from Kaplan catalog or Steps to Literacy. There will also be some money allotted for field trips, for both transportation and admission to cultural sites around New York City. This is one revision from last year's Title III plan. There will also be art projects that are done as part of the programs so money is allotted for art materials and supplies.

An additional component of the Title III program will be meetings between the two ESL teachers who are teaching in the program. They will meet together one to two times a month to discuss and compare the activities being done in the program and to decide what materials to order

to support their programs. They will also have opportunities to compare and share needs and successes of their programs. Additionally, the lower grades ESL teacher who teaches the Saturday program will be able to get useful information about the students and can utilize that for planning activities that are both motivating and appropriate. This will also be a useful way to continuously monitor the students' progress and continue to ensure that their needs are being met.

Last year's Title III had an amount rewarded for Parent Involvement. Even though that was not written in by the one who wrote the reports, it was available so it was utilized to order the Rosetta Stone Software English program. This will be useful for parent classes in the future. We did not have enough money to order the third set of instructor's materials, so money will be used to complete that order. If not, it will be ordered from the materials category. No specific parent program will be designated at this time. After budgets come in in September, perhaps classes can be set up.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

There is no Title III money allotted for professional development workshops for teachers. Teachers participate in free workshops given by the Office of ELLs through the DOE and New York State BETAC. Strategies and materials presented at those workshops are considered for use with the Title III programs if they meet the program's needs and then are purchased through the materials category. There is money allotted for the two ESL teachers to meet and discuss their programs, their needs, and their students. Some professional references are referred to in order to align conversations and decisions with current research.

Section III. Title III Budget

School: PS / MS 184M

BEDS Code: 310100010184

TEMPLATE - MAY 2010 (REVISED FEB 4, 2011)

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,229.65	185 hours of per session for ESL teachers to support ELLs (salary for 1 ESL certified Saturday School Teacher at per session plus fringe rate at 3 hours per week totaling 54 hours) = \$49.89 x 54 = \$2,694.06 (Salary for 2 ESL certified After School Teachers at per session plus fringe rate (totaling 131 hours) = 131 x \$49.89 = \$6,535.59 (\$3,267.80 per teacher = 65.5 hours per teacher) Salary for two ESL teachers x 12 hours each at per session plus fringe for ESL Planning Group (49.89 x 24 = \$1,197.36
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4, 470.35	Oxford University Press Materials-- assorted chants, picture dictionaries and its components, Kids Readers, bilingual dictionaries (\$274.31), SIFE Program from Attanasio and Associates (\$1,000), select materials for fluency and listening from the Readers' Theater Company (\$500), Materials from Steps to Literacy—big book kits, literacy sets, books on CDs (\$500), Materials from Kaplan—big book sets, CD and book sets on content themes, language manipulatives (\$500), Indy Kids newspaper(\$35), art supplies (\$500), materials from Ingram (New York books, CD collections, Big Book and song series, language materials and manipulatives (\$1,000)
Educational Software (Object Code 199)	\$600	Rosetta Stone Instructors materials Level 3
Travel		
Other	\$700	Money for student trips for transportation and admission to cultural sites
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on the Home Language surveys given to each student upon first entering our school and statistical data on our school report card, the parent coordinator, along with our bilingual school aides ensure that all written and oral interpretation needs are met within the calendar of events and documents issued by the DOE in English. All parent meeting, events and workshops are convened by having a Chinese interpreter present.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

About 85% of all documents generated must be accompanied by a Chinese translation.

At monthly PTA meeting, an interpreter is always present to provide simultaneous translation in Chinese.

Information is reported during PTA meetings and follow up notices are sent home with translation.

All meeting notices and announcement about school events are posted on the Parents' Bulletin Board, located outside of the Parents' Room.

During open school nights and parent teacher conferences, both of the Chinese speaking teachers and English speaking teachers attend the conferences and each Chinese teacher assists the English speaking teacher with translations.

Part B: Strategies and Activities

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

All translation services are provided by the parent coordinator and designated school aides.

- a. All school announcements and signs are translated both in Mandarin Chinese and English and are posted on school website and the Parents' Bulletin Board.
 - b. Teachers can send the documents to the main office three days in advance and have their letters and announcement translated.
 - c. 98% of send home notices are written in English and Chinese Mandarin.
 - d. All school news and events are sent out to parents as email blast by online emailing system.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are provided by the parent coordinator, designated school aides and in some cases, by parent volunteers.

- a. Parent-Teacher conferences and School Curriculum Night are held by the day time English teacher and after-school program Mandarin Chinese teachers. The teachers help each other with interpretation.
- b. The office administrators are mostly bilingual to meet the parents' need of interpretation at all times.

- c. Outreach phone calls to home are provided in both languages.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- Requirements that listed in Section VII of Chancellor's Regulations A-663 are met as followed:**
- a. Each family is provided with Bill of Parent Rights and Responsibility in English and Chinese.
 - b. A sign of available of interpretation service in Mandarin Chinese is posted in the entrance bulletin board.
 - c. The office administrators are mostly bilingual to ensure that there is no communication barrier between parents and school office at all times.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			\$475,751
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,758		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,788	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,575	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 92%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The two teachers who are considered “not highly qualified,” are in the process of submitting payment to renew their New York State permanent certification. Renewal and reinstatement is expected by the September 2010.

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

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

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Dear Parents/Guardians:

The Shuang Wen School believes in a very high standard of academic achievement and personal development for all our students. To attain this level of achievement, it takes the co-operation of both the school and the parents/guardians.

As part of our ongoing efforts to maintain these high standards and discipline at the Shuang Wen School, the School Leadership Team has developed a Parent/School compact to be read and explained to your child/children. This contract contains a discipline code for your child/children to follow in school. Please explain all these points fully to your child. The Parent/School Compact is also a guide outlining parental responsibilities and school staff responsibilities. It is designed to inform the parents and emphasize the fact that it takes more than just going to school to truly educate your children.

Please read this contract carefully and sign on the color page to indicate your intent to do your best to help your child achieve his/her fullest potential in school and at home.

The School Leadership Team
P. S. 184 M
Shuang Wen School
Ling-ling Chou, Principal
Tel: (212) 602-9700
Fax: (212) 602-9710

SHUANG WEN SCHOOL
PARENT INVOLVEMENT POLICY AND SCHOOL/PARENT COMPACT

With the goal of the School and parents working co-operatively to provide for the successful education of our children, Shuang Wen School commits to provide high quality curriculum and instruction in accordance with the school's mission and goals of the Comprehensive Educational Plan . The school will always protect the safety, interests and rights of all persons in the classroom.

The SHUANG WEN SCHOOL agrees

- To actively involve parents in planning, reviewing and improving the school.
- To welcome all forms of communication between staff and parents through:-
 - parent / teacher conferences and narrative reports bi-annually.
 - frequent reports to parents on children's progress .
 - open communication between parents and teachers .
 - open access to the school and opportunities to volunteer in the school as well as in their child's class .
- To provide each parent / guardian with the following information regarding their child:
 - performance profiles (narrative reports)
 - student assessment results (standardized test scores)
 - reports or documents from any additional resource child is receiving
 - i.e. speech, resource room, physical therapy
 - school district information (comparative reports)
- To provide parents with timely information about all programs at school, district and regional levels.

The PARENT / GUARDIAN agrees

- To become involved in developing, implementing, evaluating and revising the school / parent involvement policy.
- To share responsibility for improving student achievement and support the school code of conduct.
- To demonstrate and model to his/her child respectful, non-discriminatory behavior to staff and everyone.
- To full participation of the child in the After-School program.
- To monitor his/her child's -
 - attendance at school
 - punctuality in arriving by 8 :30 AM for class and by 5 :30 PM for dismissal to collect their child .
 - homework to assure completeness .
 - reading, spending at least 20 minutes of reading time with his/her child each day .
 - television watching and computer games so that they are not excessive .
- To communicate with his/her child's teacher at least twice a year to receive the teacher's narrative report and discuss his/her child's academic progress .
- To volunteer 4 hours per month or the equivalent in assisting at the school in any capacity agreeable to the staff / administration.
- To attend PTA meetings, sharing any concerns for the benefit of all.
- To participate in parent workshops offered by Region 9 / School District One and SWS on issues of interest to parents .
- To make every effort to have his/her child attend the Summer School Program
- To help his/her child work towards achieving a love of learning and good work and study habits.

The following CODE OF CONDUCT for STUDENTS should be fully discussed

between parents and students so that the student develops a sense of responsibility for themselves and for others . Behavior that constantly interferes with learning of self or others is counter productive and will result in conference with the parents.

**** RESPECT YOURSELF AND OTHERS**

- Be polite and courteous to everyone. Use good manners always.
- Be thoughtful of other people's feelings - no teasing, name-calling, yelling or cursing, and absolutely no discriminatory behavior or remark permitted.
- Be considerate and helpful by speaking in turn with a calm voice and not interrupting others.
- Take care of your things and keep them neat. Help keep the classroom neat.
- Do not touch what is not yours. Ask permission always before touching.
- Do not leave the classroom_ without permission; always let a teacher or an adult know where you are.
- No running in the hallways, lunchroom or in the building at any time .
- Come to school prepared for learning with the appropriate materials and respect the school's equipment and books. .
- It is your responsibility to make sure that you take note of the homework to be completed before the next school day.
- If you have a problem, tell someone - a teacher, the principal or a parent.
- Listen to the adults in charge.
- In cases of conflict, talk things out and seek assistance. Do not hit or hurt anyone.

The code of conduct is designed to help foster responsibility, pride and respect in the student. With the parents and teachers providing positive role models, our students will have the groundwork for becoming responsible, capable and all-around adaptive and considerate individuals in this ever increasingly global society .

SHUANG WEN SCHOOL
PARENT/SCHOOL COMPACT

I/We, the parents)/guardian of.

in

CHILD'S NAME

Class understand that I/we share in the responsibility of doing my/our best to follow the guidelines and help my/our child attain his/he funnel potential . We have read the Patent/School Compact and. hereby_ sign below to that effect.

PRINT NAME _____

SIGNATURE _____

DATE _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$399,630.84	✓	
Title I, Part A (ARRA)	Federal	✓			\$66,006.27	✓	
Title II, Part A	Federal	✓			\$20,399.00	✓	
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,617,717.00	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 184m Shuang Wen					
District:	1	DBN:	01M184	School		310100010184

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	58	57	40		99.1	98.9	99.0
Kindergarten	64	93	102				
Grade 1	62	65	96	Student Stability - % of Enrollment:			
Grade 2	80	67	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	69	73	66		88.6	89.5	96.1
Grade 4	57	66	73				
Grade 5	58	59	68	Poverty Rate - % of Enrollment:			
Grade 6	54	56	58	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	56	53	53		72.2	77.8	75.4
Grade 8	53	57	54				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	6	3
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	611	646	685	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	12	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	5	1	4
# in Collaborative Team Teaching (CTT) Classes	0	5	14	Superintendent Suspensions	0	2	0
Number all others	33	33	44				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	55	0	TBD	Number of Teachers	32	38	40
# in Dual Lang. Programs	55	61	TBD	Number of Administrators and Other Professionals	5	7	5
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	1	3
# ELLs with IEPs	0	6	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.4	50.0	65.0
				% more than 5 years teaching anywhere	43.8	42.1	47.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	95.0
American Indian or Alaska Native	0.7	0.9	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	4.9	5.3	4.2				
Hispanic or Latino	3.3	4.5	5.4				
Asian or Native Hawaiian/Other Pacific	82.7	80.2	80.6				
White	7.5	7.6	9.2				
Male	52.5	51.2	50.4				
Female	47.5	48.8	49.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	-	-	-			
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	v	-			
Economically Disadvantaged	v	v				
Student groups making	3	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	92.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	12	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	19.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	52.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	8					

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children's First New Visions	District 01	School Number 184	School Name Shuang Wen School
Principal Ling-ling Chou		Assistant Principal Yvonne Chin	
Coach Donna Chin, Literacy		Coach Jenny Kwong, Math	
Teacher/Subject Area Amanda Kahn, SETTS		Guidance Counselor Pao Lang Wang	
Teacher/Subject Area Nicole Levin, ESL		Parent Troy Robinson	
Teacher/Subject Area		Parent Coordinator Yong Shu Wu	
Related Service Provider		Other Kiu Chan Lei, Secretary	
Network Leader Derek Smith		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	680	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	10.44%
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Part II: ELL Identification Process

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

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

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

1) After referring to the Home Language Identification Surveys (HLIS) students are identified as LAB eligible or not based on the criteria for LAB eligibility provided by city and state guidelines. The two ESL teachers at the school review the forms as soon as they are available at the start of the school year or at any point in the school year where the school receives new arrivals. After reviewing the surveys and observing the 1+2 criteria as designated by the city, if LAB eligibility indicates that a language other than English is considered a home language, a list is generated of students who need to be tested. The classroom teachers are notified. A testing schedule is set up. After students are tested with the LAB-R and identified as an ELL student, parents are sent information about ELL Parent Orientation dates. Parents who do not attend initial orientations are continuously contacted by the Parent Coordinator and a convenient time is arranged. Once parents are present at an orientation, they go through the process explained above. Additionally, parents are informed that with the Shuang Wen Dual Language School setting, there is a Freestanding ESL program, which services ELL students. In addition, current ELL students are annually assessed at the end of the year with the NYSESLAT. ESL teachers cross reference the current list with ATS to ensure that all entitled students are tested. Students are placed in grade level groups and tested based on testing procedures outlined by the state. All school personnel are notified of the students being tested and the schedule. A parent notification letter will be sent to let families know of the testing dates.

2) Upon admission to the school and notification of their child as an ELL student, all parents of ELLs are given a parent orientation packet. This information packet includes ELL entitlement letters in English and the parents' native language, a bilingual parent survey, and a bilingual brochure describing all three program choices available--Transitional Bilingual Program, Dual Language Program, and Freestanding ESL program. The first parent orientation is held on the first available Friday morning at 8am after LAB-R testing is completed. At this orientation parents are informed of the ELL identification process and the LAB-R. They then view the New York City ELL Parent Orientation DVD which discusses all three program choices in Mandarin. The bilingual parent coordinator is present to translate questions and answers among the ESL teachers and parents. Parents are informed of all program choices available at the school.

Parent orientations are conducted a few times throughout the year as determined by new arrivals. For parents who cannot attend the parent orientation, scheduled appointments are provided. Any parents unable to attend the initial orientations are continually contacted by the school personnel that speak the parents' native languages to set up a more convenient time. Throughout the year, parent orientations are ongoing on an individual basis, as students enter the school.

3) Entitlement letters are both sent home with the student and are also available at the parent orientation. Parent Survey and Program selection forms are completed by parents at the orientation. At the orientation after viewing the DVD parents have an opportunity to ask questions to clarify what programs we have available. Then they receive the Program Selection form to fill out and hand in directly to the ESL teachers who run the orientation. This ensures that all forms are collected. For parents who cannot attend the scheduled orientation, appointments are provided to accommodate their schedules. Any parents unable to attend the initial orientations are continually contacted by the school personnel that speak the parents' native languages to set up a more convenient time. Orientations are set up as needed throughout the year.

4) Parents of grades 1-8 are informed of our Free-standing ESL program at the parent orientation. A list of participating schools will be provided to parents who wish to have their child placed in a program other than what is offered at Shuang Wen School. Parents of incoming Kindergarten students have attended a parent orientation regarding the dual language program that will be offered. Ongoing communication with parents will occur through newsletters and parent meetings (schoolwide and grade wide).

5) Based on Parent Surveys and Program Selection forms for the past few years, the trend is that 100% of parents select ESL as their first choice and Dual Language program as their second choice. This year with the initiation of the Kindergarten Dual Language classes, three parents selected ESL as their first choice. The remaining parents chose Dual Language as their first choices. Puloul ESL services are available to the students whose parents request it.

6) Program models offered at our school are aligned with parent requests. A growing dual language program which initiated at the Pre-K and Kindergarten grades this school year, will provide two choices for parents to decide between. Next year we plan to add First Grade as a Dual Language Setting.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	21	0	0	0	0	0	0	0	0	0	0	0	0	21
Freestanding ESL														
Self-Contained						0								0
Push-In	3	25	14	5	1	1	1	3	2					55
Total	24	25	14	5	1	1	1	3	2	0	0	0	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	21	0	5	0	0	0	0	0	0	21
ESL	33		3	8	0	2	0	0	0	41
Total	54	0	8	8	0	2	0	0	0	62

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	24	25	15	5	1	1	1	3	2					77
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	24	25	15	5	1	1	1	3	2	0	0	0	0	77

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese	24	74	25	71	14	59	5	61	1	72	1	67	1	56	3	49	52	4	126	513
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	24	74	25	71	14	59	5	61	1	72	1	67	1	56	3	49	52	4	126	513

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>26</u>	Number of third language speakers: <u>36</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>28</u>	Asian: <u>474</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>63</u>
	Hispanic/Latino: <u>36</u>
	Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	0	23	9	7	2	2	3	4	3					53
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	23	9	7	2	2	3	4	3	0	0	0	0	53

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1) Instruction in the dual language classes (Pre-K and Kindergarten) is a self-contained model with one teacher delivering instruction in both languages (English and Mandarin). Students will be spread across four classes, including one CTT class and will be mixed language proficiency levels.

Instruction in our free-standing ESL (Grades 1-8) includes both the pull-out and push-in models. The push-in model is used primarily in the middle school combined with pull-out. In the elementary ESL classes, the pull-out model is used and groups are pulled both by grade and language proficiency. In all classes, beginner ELLs are pulled into a mixed grade level group. The other elementary classes are heterogeneously grouped by grade, with most students at the advanced proficiency level. In the free-standing ESL program, elementary ELL students are placed across the mainstream classes, while the MS ELL students are placed in one group in the same official class.

2) For the dual language program, the teachers have their bilingual extensions and will instruct in English for the morning half day and in Mandarin for the afternoon half day. In the case where a prep period may fall or interrupt native language instruction in the afternoon, a Chinese language arts and social studies class will be one of the preps offered to supplement native instruction.

In our free-standing ESL program, students are scheduled based on their proficiency level. Since there are two certified ESL teachers in the school, we are able to service all mandated ELL students and give them the minutes they require as per CR-154. (Advanced ELLs receive 180 minutes of ESL instruction per week. Beginning and Intermediate ELLs receive 360 minutes per week.) These students will receive the majority of their instruction in English. However, in grades 1-5 there is a Chinese language arts teacher who will provide weekly lessons. In grades 3-5 this teacher also works with small groups for instruction in math and other content areas identified by classroom teachers as requiring native language support. In grades 6-8, all students have one period of Chinese language arts (social studies). These Chinese language teachers also work with small groups of ELLs who need additional native language support. The general education staff includes many teachers who can speak in Chinese, so whenever appropriate, those classroom teachers are available to communicate with new arrivals.

3) The free-standing ESL program is facilitated in English. Students are allowed to speak in their native language to assist their understanding of the content. However, their products are expected to be in English. ESL Approaches include: The Natural Approach, the Language Experience Approach, Content-based Approach, Communication-based Approach, Literature-Based Approach, Cognitive Academic Language Learning Approach, Balanced Literacy Approach, Total Physical Response (TPR). For content area instruction, the following approaches are used: Cognitive Academic Language Learning Approach (CALLA), Content-based Approach, Specially Designed Academic Instruction (SDAIE), Standards based instruction.

In the dual language classroom, content area instruction in Chinese will be simultaneous with language acquisition. Students will learn new vocabulary as they learn core subject content material.

In both the dual language classroom and the free-standing ESL classes, research based language based acquisition strategies and techniques may include: scaffolding, comprehensible input, cooperative group work, role playing, use of multiple intelligences (especially music and art), brainstorming, concept maps, graphic organizers, predicting, previewing, quick writes, read and retell, readers' theater, semantic webs, shared reading, read alouds, think alouds, story maps, think-pair-share, exposure to and use of the writing process, use of

literature, music, video, computers, visuals, manipulatives, and realia, extensive discussions pre, during and post reading and writing activities in order to activate schema, (new) vocabulary and prior knowledge.

4) In the regular classroom, ELLs have access to leveled libraries which allow teachers to match students with reading material that is just at or a little above their reading level. Many of these libraries have books from the Sunshine series developed by the Wright Group, which highlight English language structures. In the ESL classrooms, the libraries include materials for Read Alouds and Independent Reading Books targeted for ELLs. These books provide ample picture support, rhyme and repetitive text, audio support, content, culturally rich information and multicultural materials. Some examples of materials are I Can Read Books, Ready to Read Books, Welcome Books, repetitive series books, and books on tape and CDs. Some texts are bilingual in Chinese and English. The After-School program has libraries with Chinese print on a variety of subjects and topics.

All SIFE and newcomers will first be assessed to determine level of English language ability, literacy, L1 literacy levels, and other strengths and weaknesses. Then the student's background history will be determined through student and parent interviews and surveys. After a clearer picture of the student's background history and school experience, they will then be placed in an appropriately leveled ESL class as mandated by the New York Department of Education. In addition to being placed in ESL program, SIFE and newcomers will also be targeted for individual and small group tutoring during extended day. They will also be given additional native language support in content areas by the Chinese Language and Culture teachers. Additionally they are recommended for other available intervention services. These programs focus on developing concepts of print, building vocabulary and developing reading comprehension, fluency and writing skills. The emphasis is on building student's background knowledge and using the L1 to build on future learning. Through the composition of our school and staff, which is fortunate to have many teachers and other staff members with knowledge of Mandarin and other dialects of Chinese, students will be able to develop literacy skills in their L1 provided that their L1 is Chinese. If their L1 is a language other than Chinese, then the school will seek a peer tutor who speaks the child's L1 to help develop literacy in that language. In addition, students will be exposed to a variety of classroom experiences both academic and related to real life situations, to provide rich learning experiences. SIFE and newcomers will also be supported through one-on-one tutoring from volunteer tutors throughout the school day in phonics, literacy, and content areas such as math, social studies, and science. The tutors are parent volunteers and NYU America Reads students. The school will try to match SIFE and newcomers with tutors who have knowledge of the students' L1. SIFE and newcomers and their families will be fully integrated into the school community. Each year, we notice an increasing need to educate both the SIFE and newcomers and their families. We have realized that additional support and counseling is needed in order to attend to the social and emotional needs that accompany being a SIFE student. Conversations with the bilingual counselor have been occurring and will continue to occur as one of the supports the school sets in place for this population of students. Additionally, because the school has noticed an increase each year in the number of SIFE and newcomers, the upper grades ESL Teacher has been doing research on some of the SIFE Programs that have been recommended by The New York City Department of Education and she plans on utilizing some programs in her ESL classroom during the day and additionally through a Title III After School and / or Saturday School Program. They will be invited to participate in all school functions and will have access to information through parent meetings and workshops in their L1. All of the aforementioned strategies will facilitate preparing the students who will take the NYS ELA.

ELLs receiving service 4 to 6 years and long-term ELLs will participate in Extended Day tutoring sessions which target their own needs. Instruction of these programs will focus on reinforcing literacy skills, as well as language development. Students will also be tutored one-on-one by volunteers using their classroom materials and have continued support and development in their L1. These students will be assessed continually in a variety of ways and observed closely to determine whether or not language is still an inhibiting factor in their education and acquisition of social and academic language. If a factor other than language is identified, students will be tracked for Tier 2 Intervention Programs and their progress will be followed during the standard six week cycle. If progress is made with Academic Intervention Services (AIS) students can continue with the intervention until they are caught up to their grade level peers. If AIS services do not seem to be helping these students, then students will go through the appropriate referral process for getting help for special needs or special education services. If they are classified with a learning disability, then their IEP will drive their instruction and a decision will be made as to whether the students should even continue with ESL services or whether their IEP will recommend Monolingual Services With No ESL. For ELLs with IEPs, their IEPs take precedence over the ESL program mandates. Appropriate personnel within the school level and conversations with the parents will guide the decision for this category of students.

Students identified as having special needs are accommodated throughout the school day based on following the recommended protocol on their IEP (Individual Educational Plan). Special needs students are placed in smaller ESL classes and accommodated in the classroom as necessary. This includes the use of special equipment such as microphone equipments, or special seating arrangements, etc. If additional academic support is needed, special needs students are also placed in appropriate tutoring programs with teachers to accommodate their special needs. One-on-one tutoring with parent and community volunteers may also be arranged in an appropriate setting. The education of ELLs classified with Special Needs is driven by the IEP over the ESL Program mandates. In most cases, the students receive ESL services for a few years. During annuals and triennials, decisions are made as to whether the students need to continue with ESL until they pass the NYSESLAT (as per ESL program mandates), or whether they should no longer receive ESL because their language progress is inhibited by their classified disability. In this case, program decisions are made and students who are better off receiving services from certified Special

Education Teachers that can really address their learning needs, receive those services instead.

B. Programming and Scheduling Information--Continued

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

5) ELLs who require help with decoding and encoding receive multi-sensory reading instruction with The Wilson Program. This is small group instruction that directly targets these skills. The program is done with students in Grades three and higher. For students in Grades One and Two, there is a focus on decoding and encoding skills through The Foundations Program. First Grade students also participate in The Reading recovery Program if they are identified as being in need of this service. Select students also receive Transitional Reading Recovery in the Second Grade in a one to one setting five times a week. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Fifth graders receive word work, and reading and writing instruction in a specialized block designed to target students who need more support than they are getting in a whole class setting. They are able to get additional vocabulary development and scaffolds in a small group setting in addition to their ESL block, that allows them to keep pace with the rest of their classmates who are not English Language Learners. Middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive instruction both during the regular school day and on Saturdays. The instruction uses strategies appropriate for helping ELLs prepare, such as using prior knowledge and continuous vocabulary development. All students who need additional language support and interventions are also targeted for small group tutoring during the school's Extended Day tutoring program (from 8:00 to 8:37, Monday through Thursday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring four times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs in Grades 5-8. Also, the Chinese language and Culture Teacher works with small groups of ELLs (five or less students) to provide native language supports since the students have the option to and are encouraged to take the content area tests in their native language (Chinese). For Science, small group instruction for ELLs is utilized during both The Extended Day tutoring time once a week and with a program after school. Glencoe Soft Cover books are utilized because the books have simpler language but the content is the same so the students can access the science content more easily. In Social Studies, small group instruction is done using core Social Studies materials. Students are provided with materials at their current levels. The interventions discussed target a range of ELLs. Most of the services are for students who are Advanced ELLs or Transitional / Former ELLs who are having trouble meeting grade level requirements due to the language demands. For content area support, the focus is on the New Arrivals. That specific subgroup includes but is not limited to Beginner and Low Intermediate ELLs based on their LAB-R or NYSESLAT scores, and SIFE students. Some SIFE students even get one to one instruction with the Chinese Culture teacher instead of small groups instruction. All of the interventions mentioned are designed to parallel the curriculum as much as possible, with the hopes of catching the ELLs up to their grade level peers in a reasonable amount of time. The teachers that provide the intervention services are The Reading Recovery and Lower Grades AIS Teacher, the Upper Grades AIS Teacher, and the SETTS Teacher.

6) The school continues to monitor students who become Former ELLs. For the first two years after the students test out of the ESL program, they receive the same testing modifications that they received as ESL students (Time and a half on standardized tests and an additional reading for Listening Tests). Also, if space permits and the parents and / or the current classroom teachers feel that the students could still benefit from receiving ESL services, the ESL Teacher continues to include former ELLs in regular ESL groups if space permits. Some Former ELLs do well in their classroom without additional support, but when it is noted that they are struggling, teachers follow the same protocol they follow for every other category of students when they have a concern; they inform the AIS Team and the SBST and mutual time is set

aside with all their teachers to discuss the best types of academic supports for them.

7) New programs and improvements that will be considered for the school year will once again try to focus on the middle school students who are not meeting the standards as outlined by the NCLB Act. The school must do more targeted English instructional intervention utilizing appropriate language acquisition strategies in a way that will not only include the Beginner Middle School ELLs, but will also motivate them. Currently motivation and the level of expectations for the middle school ELLs are a growing problem and the school would like to start reporting success with this group rather than continued concerns. More SIFE materials will be ordered so that the students will have appropriate content at their reading and language levels IN ENGLISH! The students will also be encouraged to participate in some intervention computer programs that the school has purchased (Read Naturally, Oregon Trail). Those programs have currently been used with intervention students who were at a more advanced language proficiency level. However the school would like to get more teachers trained in the technology programs and utilize the programs with the middle school Beginner and Low Intermediate ELLs.

8) We are not discontinuing any services. However the determination of ESL services for the Kindergarten students will be based on the parent's request since we now also offer Dual Language classes at this level.

9) All ELLs are integrated in their mainstream classes and participate equally in the programs offered to all students. Whenever appropriate or necessary, translation in native language from peers, tutors or Chinese language teachers is given. Designated ELL students participate in Title III programs held afterschool and on Saturday. The programs target students in grades 3-8 and focus on current events, exposure to American culture and development of oral language. Each grade group is seen 1-2 times a week.

10) All classes, ESL, ELA, and NLA libraries have fiction and non-fiction related content books such as books on science, social studies, literature, and mathematics. Topics include, space, spiders, life cycles, plants, American colonies, American presidents, slavery, New York, etc. Teachers use quality materials that are gathered from their classroom collection and materials from the school and coach's library. Use of these materials ensures that information is more accessible to ELLs. Engaging in cooperative group activities with other students, having one-to-one and small group work with the teacher, having additional tutoring time, having the support of the ESL and Chinese Language teachers, as well as other meaningful experiences utilizing these quality materials all focus on language and content and facilitate successful language and content acquisition for ELLs. This works the best with the Advanced and High Intermediate ELLs. The Low Intermediate, Beginner, SIFE, and Newcomer ELLs also will use some hands on materials to facilitate language acquisition. Language games, realia, different manipulatives, additional teacher made and student generated charts, as well as additional materials in the form of new SIFE programs (at least one new one) will provide additional materials that will be useful for these ELL subgroups. With regards to technology, certain subgroups of ELLs that have not been using the technology programs Read Naturally and Oregon Trail, will be introduced to these two programs and will do some work in the form of intervention. Some students that have previously used this program and have had success with it, will also continue to work with the higher levels the program offers. The school also received a grant that allowed for the installation of 16 Smart Boards. The classrooms that have this technology will be classes that have ELLs and those students will participate in the instruction utilizing the technology, which will no doubt serve to enhance their participation, motivation, and level of instruction due to the visual aspect.

11) Native Language support is delivered in the ESL program model in the following ways: At least once during the week, the elementary school students receive a period of Chinese Language and Culture. All instruction during that time is done in Mandarin (the students' native language). For the students who speak dialects of Chinese other than Mandarin, there are office personnel and other volunteers in the school who are available for translations. Also, the students translate for each other whenever possible and applicable. Additionally in the testing grades, the ELLs receive additional pullout and push in services in Mandarin for preparation for the Math and Science tests. The students are pulled out by one of the Chinese Language and Culture teachers. Students in Grades 6-8 have one period of Chinese Language and Culture daily. There is also an after school program in Mandarin that most students participate in. The program runs from 3:00 to 5:30 and is seen as an extension of the school day due to the fact that 99% of the students in the school are enrolled in the program.

12) Some services offered do correspond to the needs of the ELLs in our school but there is always room for improvement. More personnel would be ideal in order to really further support the ELLs with the type of instruction they need. A huge block of time in the classroom is focused on strategies instruction. Our ELLs need more work through thematic units and integrated language arts experiences. ELLs do get this type of instruction in the Pullout ESL Program and the teachers try to parallel the curriculum as much as possible, but more work is needed to really give ELLs the successful learning experiences they deserve and need. Materials that can be helpful for ELLs as they are in their classrooms, especially with ELLs in the higher grade levels (Grades 5-8) such as a SIFE library on American history (5th grade & 7-8th grade ss curric). This library offers a program with a high interest level for reading but at a lower level that allows even beginner ELLs to access grade level content expectations. The school currently has less success with moving the middle school ELLs across the language spectrum. They tend to stay at the Beginner levels for several years. This could be due to a lack of appropriate resources that motivate the students and help them to access content. The school would like to spend some time looking into how we can change this trend. The lower grade ELLs

(Grades K-4) successfully move across the language spectrums within a reasonable amount of time. These students get extensive exposure to language through realia, visuals, pictures, music, games, charts and big books and fluency kits. All of those materials facilitate the access to language the students need in order to integrate between the ESL classroom and their grade level mainstream classroom. In the lower grades, the students mostly rank Advanced and are taken by grade which is appropriate because they are at the same level. For the Beginners in the lower grades, they receive one period of instruction with their grade level group and one period of instruction in a Beginner Group because there are not many new ELLs in Grades 1-4. When there is an increase in the amount of New Arrivals in the lower grades, all of their ESL instruction is with a Newcomers group with materials and strategies that support their needs. For the middle school ELLs, the Beginners are grouped together across the grades in their ESL class. They are all placed into the same homerooms by grade in order to facilitate push in teaching because there are many content area classes they need for graduation credits and if they are pulled out they are not present for credit.

13) We currently do not offer programs for students who are newcomers before school starts. However, some of our newcomers arrive at different points throughout the school year. In these instances, these students are immediately enrolled in the Title 3 afterschool as well as the extended day tutoring program. Newcomers immediately are placed in the appropriate grade and levelled ESL class upon arrival. Efforts to offer early LAB-R tests will be explored.

14) We do not offer language electives at our school. All students take courses in English and Mandarin.

C. Schools with Dual Language Programs

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

For 2010-2011, the Kindergarten classes will operate a dual language program. Fifty percent of time will be dedicated to instruction in the target language (Mandarin). EPs and ELLs will be integrated during the full instructional day (8:40-3pm). Mandarin instruction will be integrated with the Science and Social Studies curriculum. Classroom teachers will instruct in English in the morning for literacy and mathematics and Mandarin in the afternoon for social studies and science as well as supplementary literacy activities. The self-contained model will be used. English proficient students will be taught literacy in English and ELLs will participate in the same lessons alongside EPs. Classroom teachers will use ESL strategies to engage ELLs in their English literacy.

D. Professional Development and Support for School Staff

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

1) The ELL personnel at the school currently include two ESL Teachers and five teachers who have their Bilingual Extensions in Mandarin so they are teaching in Self-Contained Dual Language classes. The DOE's Office of ELLs has been working closely with us to develop our dual language program. This work has included on-site presentations, workshops as well as off-site meetings. All staff who work with ELLs will be encouraged to attend PD given by the DOE OELL. In the 2009-2010 school year, 10 teachers attended the Dual Language Symposium, held by the OELL. In the coming school year (2010-2011) all ELL personnel will be encouraged to attend the symposium. The two ESL teachers have attended free workshops given by BETAC (Bilingual Educational Technical Assistance Center). Plans for ELL Personnel to continue to attend BETAC workshops will be put in place. Consultants from AUSSIE worked on implementing the new Core Standards into the ESL curriculum with the ESL teachers at the end of the 2009-2010 school year. More work with the Core Standards will continue with all staff to implement specifically the language and speaking objectives into the curriculum. The Literacy Coach as well as AUSSIE consultants will continue to work with teachers to support the ELLs.

2) Support for ELLs to transition from elementary to middle school include articulation between fifth grade and middle school teachers, as we are one school in one building. The Academic Intervention Services Team, which includes SETTS teacher, AIS teachers, ESL teachers, Coaches, Administration and occasionally the SBST have regular meetings to discuss specific students that may be struggling. Discussions involve what supports are needed to assist the students as they transition in middle school, where the academic standards and language are much higher. Advisory periods in the middle school offer social and emotional support to ELLs as well as hands-on options (clubs) with bilingual teachers. Chinese language teachers work closely with students as they move from upper elementary grades into middle school.

In order to prepare for high school, all eighth grade students are offered the opportunity to take the Math regents in Chinese for HS credit. The middle school ESL teacher, 8th grade teachers and the bilingual Guidance Counselor work closely with the ELL students to help navigate the high school process. The MS ESL teacher takes eighth grade ELLs to visit high schools that have a large ELL population so they can see the types of activities are done in H.S. In the 2009-2010 school year, the bilingual social work intern worked with groups of MS ELLs to motivate and encourage classroom engagement.

3) All new teachers are given 7.5 hours of professional development on how to differentiate instruction for ELLs and background on ESL methodologies. The Lower Grades ESL teacher does the planning and training. This collaboration between the classroom teachers and the ESL Teachers is also a useful way to assess what types of instruction to do during the ESL Pullout time and what supplementary services will be used to assist ELLs with Title III programs.

E. Parental Involvement

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

1. All parents of ELLs are required to volunteer as school aides and tutors, just as every parent who has a child in the school (parents of Non-ELLs). Additionally, ELL parents are invited to all monthly PTA meetings which have Chinese translators. The school has a decent attendance rate of parents at these monthly meetings and is currently organizing a Parental Involvement Inquiry Team. The team's work will focus on all parents of the school in general, also specific subgroups such as ELL parents, with the hopes of increasing parental involvement all around. Recently, the school purchased the Rosetta Stone Software Program for teaching English. This software will most likely be utilized with parents of ELLs in the form of English classes, once the new school year begins. The money allotment from these classes will come from the Parental Involvement category in the Title III budget. This will be the first year our school places funds in that category. Usually there is no additional allocation for ELL parent programs. However, since we would like to offer more support and encourage involvement in this specific subgroup, more attention is being paid to how to facilitate this goal. The parent coordinator and social worker at the school are both bilingual and have information and resources available in Chinese. The school nurse is not bilingual but resources can be translated by the main office staff as needed. Families of ELLs are in constant communication and dialogue with the school as needed. Since the majority of the main office staff is bilingual, documents can be easily translated into Chinese and families can easily communicate with the school. If parents speak a dialect of Chinese rather than Mandarin, there are translators available in the school when necessary to communicate in those dialects (such as Cantonese and Fujianese).

2. The school does not partner with any Community Based Organizations (CBOs) that provide support in languages other than English. Many of our bilingual staff workers are able to provide translation support. The school would like to develop partnerships in the future and that will be one of our goals for "Next Steps"

3. The needs of parents in the school are evaluated by The Parent's Association at the beginning of the school year. This occurs at curriculum night. The parents answer questions that ask about their needs, what talents and hobbies they have that can be useful for the school, in what capacity they can volunteer (when and how often) and other pertinent questions that help with the organization of the goals of the Parent's Association. Additionally, at Curriculum Night, teachers share information with the parents about the expectations for the upcoming school year. During those sessions, the parents make teachers aware of some of their needs. Throughout the year, as other needs from parents arise, the parents have an open communication with the teachers and administrators and needs that can be addressed are dealt with in an appropriate and timely manner.

4. Parental involvement activities address the needs of the parents to a limited extent. There are workshops offered on a variety of topics at different monthly meetings. Parents who have students in the testing grades have concerns about the format of the tests, how to prepare their children, and what supports the school is offering towards their children's success. There are workshops on the ELA and Math exams. Additionally, parents are offered other workshop topics ranging from how to save for their children's college education to how to discipline their children. The school used to have over 95 percent with regards to parental involvement. That has steadily declined in recent years, partly because the parents' needs are not being addressed enough. Due to this data, the principal initiated a Parental Involvement Inquiry Team. There are currently three teachers participating on the team, one of which is the ESL Teacher so that gives ELL parents a focus and a voice. We are hopeful that the time spent on the team will really address the needs of all parents in the school and involvement will increase to be better than or closer to what it used to be.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	3	1	1	0	0	0	1	0					16
Intermediate(I)	1	15	1	1	0	0	0	0	0					18
Advanced (A)	13	2	12	3	1	1	1	1	2					36
Total	24	20	14	5	1	1	1	2	2	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	1	1	0	0	0	1	0	2				
	I	15	1	1	0	0	0	0	0	3				
	A	2	12	3	1	1	1	1	2	1				
	P	4	5	2	1	2	1	1	1	0				
READING/ WRITING	B	3	1	1	0	0	0	1	0	2				
	I	15	1	1	0	0	0	0	0	3				
	A	2	12	3	1	1	1	1	2	1				
	P	4	5	2	1	2	1	1	1	0				

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5						2			2
8		3		3		1			7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra 1</u>		1		1
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. Early literacy skills of ELLs are assessed using the Teacher's College Reading and Writing Project (TCRWP) Assessment tools. ELLs that are assessed with the TCRWP assessment are scoring lower than non-ELLs in their classes, especially students in the beginner and intermediate level (the majority of 1st graders in the Reading Recovery Program are also ELLs). The high advanced students are scoring closer to non-ELLs in their classes, while the low advanced ELLs are scoring lower. ELLs across the grades are targeted for extended day tutoring sessions and ELLs in grades 3-8 are also targeted for Saturday and After-School Programs in order to further practice phonics, phonemic awareness, reading and oral expression, and listening and writing.

2. For students at all levels of LAB-R, they show understanding on concepts but lack vocabulary to explain the language tasks that are

4 modalities, and in order to prepare them for higher academic standards as a result of NCLB. Emphasis on instruction for vocabulary development and building prior knowledge helps students activate schema which improves reading comprehension. Students are also instructed using ELL scaffolds such as bridging and modeling, use of language rich materials, visual aids, graphic organizers, etc. Instruction to support the simultaneous development of reading and writing skills is imbedded into the ESL and dual language curriculum.

Part VI: LAP Assurances

The following trends are based on the previous years: middle school beginner and intermediate ELLs do not fare well on the ELA exam. This same group of ELLs do well in math because they can take the exam in Chinese. The ELLs who enter in grade 3 do not fare as well on

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/2/11
	Assistant Principal		2/2/11
	Parent Coordinator		2/2/11
	ESL Teacher		2/2/11
	Parent		2/2/11
	Teacher/Subject Area		2/2/11
	Teacher/Subject Area		
	Coach		2/2/11
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

and kindergarten will be implemented and need support for this transition.