



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SHUANG WEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M184

PRINCIPAL: IRIS Y.CHIU **EMAIL:** ICHIU@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Iris Y. Chiu	*Principal or Designee	
Barbara McClung	*UFT Chapter Leader or Designee	
Carina Li / Susie Kong	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angel Figueroa	Member/	
Anthony Tran	Member/	
Luther Robinson, III	Member/	
Laura Gunn	Member/	
Elsa Chen	Member/	
Monique Michael	Member/	
Lauren Phillips	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Building Shuang Wen School's Dual Language Program which will implement the 50/50 dual language educational mode in both Chinese and English, as evidenced by Dual Language Curriculum Map in Grades Pre-K, K, and 1st Grade.

We will develop our Dual Language program in our early childhood classrooms (Pre-kindergarten, Kindergarten and 1st grade). 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 in our daily instruction.

Comprehensive needs assessment

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

The school's mission is to have a bilingual and bicultural education in both Chinese and English. The school needs to continue growing and expanding the Chinese English Dual Language program, which will expand one more grade each year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) Pre-K and Kindergarten classes will implement a self-contained, half-day, roller coaster model of 50/50 Chinese and English dual language program. First grade classes will implement the side-by-side, alternating day, Chinese English Dual Language model.
 - b) Provide additional professional development training opportunities for the dual language teaching staff. Alliance with other schools with Chinese English Dual language programs; arrange inter-visitations with other schools through Office of ELL for collaboration of planning and learning effective teaching strategies when implementing the dual language curriculum.
 - c) Create PD plans through the efforts contributed from the Dual Language, ESL/RTI and Professional Development school committees and from teachers who are involved in planning and implementing the Dual Language program, as well as the evaluation of the effectiveness of the program.
 - d) Continue to build and grow the dual language program one grade a year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide monthly Dual Language Parent Workshops to assist parents' understanding and involvement of the Dual Language program.
 - Create and distribute quarterly Dual Language Newsletter in both Chinese and English to keep parents up to date regarding the development and

activities in the Dual Language Program.

- Create a brochure for our Dual Language Program to help promote and increase awareness of our program.
- Hold events for families, such as Publishing parties and Curriculum Nights, and invite parents to come and observe the growth and progress of the Dual Language Program.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Continue to reach out to the major universities and colleges that offer teacher preparation program in either Common Branch with Chinese extension, or Chinese Language program in search of possible candidates.
 - Continue to participate in the DOE job fairs and reach out to potential candidates.
 - Continue to host student teaching and internship opportunities for students pursuing their teaching credentials with schools of education.
 - Continue to provide higher education opportunities or scholarship information to current staff to help them acquire higher education certification or degrees.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I Professional Development
 - Title III Supplemental Educational Services for students of ELLs
 - Federal assistance for students in temporary housing.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I
 - Title III
 - FSF

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve the Oral Language Development & Written Expression across content areas by having at least 90% of students present at least one performance task orally and in written formats in ELA or Math.

Comprehensive needs assessment

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

Analyze data and students' writing samples, 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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
 - a) Students will complete performance tasks that are aligned with Common Core Learning Standards in both ELA and Math which will require students to present their work through oral presentation and essay writing.
 - b) Staff will implement curriculum using ATLAS online planning software to plan their unit plans, assessments and curriculum which is aligned with Common Core Learning Standards.
 - c) Teachers will analyze and understand the strength and weakness of individual student's learning via Collaborative Analysis of Student Work (CASL) monthly grade team meetings to set learning goals for students as well as implementing differentiated strategies to address different student's learning needs.
 - d) Teachers will review the results of students' progress via acuity and periodic interim assessments to adjust and assess student's goals and classroom strategies.
 - e) At the conclusion of a unit of study, students will prepare an oral presentation about their findings/learning.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Monthly Parent Workshop
 - Monthly Parent Newsletter
 - Weekly ESL class for parents of English Language Learners
 - Quarterly Dual Language Newsletter
 - Monthly or quarterly publishing parties and curriculum sharing.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Provide workshop and professional development opportunities offered by outside educational agencies such as CUNY/Creative Arts Team.
 - Professional development during the weekly common planning time and the monthly faculty conference.
 - Weekly grade team common planning prep periods
 - Professional development via CASL (Collaborative Analysis of Students' Work). Teachers learn from each other through discussion and collaboration.
 - Frequent short and effective feedback from administration mini/informal observations.
 - Professional development via inter-visitations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I
 - Title III
 - Federal “Respect for All” bias and bullying prevention program
 - Health education for 8th graders
 - Title I Temporary Housing Program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I
 - Title III
 - FSF

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

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. By increasing communication throughout the school community with 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.

Comprehensive needs assessment

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

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. In the 2010-2011 School Survey, 67% of school community indicated the school communicated with students and parents only once or less month. 70% of parents said they received written information on what teachers are teaching and what students are expected to learn once or less a month. These are the lowest scores we received in the report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,
d) timeline for implementation.

- a) Engage school staff in open discourse and planning through Thursday morning (extended time) meetings
- b) Daily morning announcement conducted by students: Every student in 7th and 8th grade classes will have the opportunity to make the announcement over the PA system, either in English or Mandarin Chinese.
- c) Hiring of an additional Community Assistant in addition to the Parent Coordinator position to meet the demanding needs of communication and translation.
- d) Monthly Parent Newsletter and Parent Workshop to educate and engage parents with their children's education.
- e) Quarterly Dual Language Newsletter and Parent Workshops
- f) Frequent publishing parties and daily homework assignments.
- g) Weekly grade-wide team meetings and committee meetings on various school governing issues.
- h) Monthly committee meetings with parents and staff regarding school governing issues.
- i) Partnerships with Community based organizations: Charles B. Wang Community Health Center and NY Cares.
- j) Increase the training and awareness in anti-bullying and anti-defamation training via "Respect for All" and Conflict Resolution workshops and the following:
 - 1. Middle School 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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - All communication with parents are translated into Chinese
 - Monthly Parent Workshop via Title I
 - Weekly Adult ESL classes for parents of English Language Learners
 - Monthly Parent Newsletters
 - Quarterly Dual Language Newsletter and Parent Workshop
 - Periodic Publishing parties and school events
 - Class Parents and Parents volunteer system
 - Frequent and meaningful feedback to parents regarding their children's progress and development.
 - Citywide biannual Parent Teacher Conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Provide workshop and professional development opportunities offered by outside educational agencies.
 - Professional development during the weekly common planning time, the monthly faculty conference, and annual New Visions Retreat.
 - Weekly grade team common planning prep periods
 - Professional development via CASL (Collaborative Analysis of Students' Work). Teachers learn from each other through discussion and collaboration.
 - Frequent short and effective feedback from administration mini/informal observations.
 - Professional development via inter-visitations

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I
 - Title III
 - Federal “Respect for All” bias and bullying prevention program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I
 - Title III
 - Contract for Excellence

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	8	N/A	N/A	0	0	0	0
1	22	12	N/A	N/A	2	0	1	0
2	21	17	N/A	N/A	2	0	0	0
3	10	9	N/A	N/A	1	0	0	0
4	9	4	n/a	n/a	4	0	1	0
5	5	5	1	n/a	1	0	4	0
6	7	0	n/a	n/a	0	0	0	0
7	7	0	n/a	0	0	0	0	0
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Foundations, Wilson, Read Naturally, Mondo guided reading, Fountas & Pinnel Leveled Literacy Intervention, Reading A-Z Small groups, one-to-one Before school and during the day
Mathematics	America's Choice Intervention program Small groups, one-to-one Before school and during the day
Science	Science A-Z Small groups, one-to-one Before school and during the day
Social Studies	Teacher created Small groups, one-to-one Before school and during the day
At-risk Services provided by the Guidance Counselor	Social skills and anger management strategies Small groups, one-to-one Before school and during the day
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Skills for coping with depression and anger management strategies Small groups, one-to-one During the day
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- in addition to maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families, we've also hired a Community Assistant to enhance the communication and translation services for our parents. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: dual language educational model, parenting skills, understanding educational accountability, New York State Common Core Standards, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN New Visions/ Derek Smith	District 01	Borough Manhattan	School Number 184
School Name Shuang Wen			

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

Principal Iris Chiu	Assistant Principal Yvonne Chin
Coach Donna Chin	Coach
ESL Teacher Nicole Levin	Guidance Counselor Pao-Lang Wang
Teacher/Subject Area Monique Michael/Common Branch	Parent
Teacher/Subject Area Ya Feng Tsao/Chinese S.S.	Parent Coordinator Sandra Chia
Related Service Provider Amanda Kahn	Other Barbara McClung, UFT Rep
Network Leader Derek Smith	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	690	Total Number of ELLs	79	ELLs as share of total student population (%)	11.45%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

Each June, the school runs a registration orientation for the parents and guardians of incoming students. The parents are provided a registration packet of all the required forms and the forms are explained to the parents. In the beginning of each semester, another parent orientation for new admits is held. At the orientation, Ms. Levin, the ESL teacher, informs parents about the three choices of programs for ELL students: free standing ESL program, Transitional Bilingual Program, and Dual Language Program. Due to the fact the Shuang Wen School is a dual Language school, only two options are available: Free standing ESL program, and Mandarin English Dual Language Program. At the orientation, parents also are given the HLIS form. Before filling it out, the English speaking ESL Teacher, Nicole Levin, explains the purpose of the form, how to fill it out and how to choose which language based on their home experience. After the form is explained, parents have opportunities to ask questions to the ESL Teacher and the principal and parent coordinator translate. Then they are given the forms to fill out. Before parents leave from the orientation, the ESL Teacher checks the forms to make sure they were properly filled out and all the information is filled in. Then she does a quick informal interview and collects the HLIS form for the identification process. For over the counter new admits who enter the school in the middle of the school year, the school aide who oversees registration, Ms. Mou, gives the families the registration packet with all of the required forms. The HLIS is also included in the registration packet for any over the counter new admit through out the year. The families fill out the forms and either the principal (ESL licensed), the school aide, or the parent coordinator assist families complete the HLIS forms in the main office. The ESL Teacher, Ms. Levin, is then given the HLIS form and looks to check eligibility for LAB-R testing. Ms. Levin also gives informal oral interview of the students to determine the Home language of the students and parents.

After Ms. Levin evaluated the Home Language Identification Surveys (HLIS) forms of any new admits, students are identified as LAB-R eligible or not based on the criteria for LAB eligibility provided by city and state guidelines. The two ESL teachers, Ms. Levin and Ms. Park, then administer the Lab-R for the students within 10 days of admission, either in English or Spanish. In the Spring, NYESLAT is administered by Ms. Levin and Ms. Park to determine students' entitlement for ESL services in the following year. Detail steps for identification process for ESL/Dual Language program and placement are as follow:

1) 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 (by the ESL Teacher who is an English speaking pedagogue), and identified as an ELL student, parents are sent information about ELL Parent Orientation dates. (Any students who indicate they are Spanish speaking, also receive the Spanish LAB if they do not pass the English LAB-R). Parents who do not attend initial orientations are contacted by the Parent Coordinator to try to arrange for a convenient time to attend an orientation. Once parents are present at an orientation, they have the above process explained about the home language survey and how their children came to be identified as ELLs. Additionally, parents are informed that with the Shuang Wen Dual Language School setting, there is a Freestanding ESL program and a Dual Language Program for Grades K and 1, which services ELL students. In addition, parents are explained that current ELL students are annually assessed at the end of the year with the NYSESLAT. The school makes sure all ELLs are tested by having the ESL teacher 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 and also indicating sites they can refer to for practice NYSESLAT activities. The ESL Teacher does brief test prep with the students before the test just to prepare them for test taking conditions and language. The schedule is broken up into four parts. The Speaking Section is administered first individually to each student, starting with 1st Grade and going in order through 8th Grade. The ESL Teacher will assist the Dual Language Kindergarten Teachers with the administration of the test for Kindergarten students. Each grade will be taken and tested on three

additional days, starting with Listening, then Reading, then Writing. Students will be tested instead of having their ESL instruction for the given test days. All students are tested by Nicole Levin, the ESL Teacher. At times, Donna Chin, the Literacy Coach assists with the lower grades. One hearing impaired 8th Grader gets assistance from the Hearing Teacher with the Listening Section.

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. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12 **Check all that apply** The orientation is held on the first available Friday morning at 8:30 am after LAB-R testing is completed. The orientation is held with a translator who is either the principal, Iris Chiu, or the Parent Coordinator. The orientation is held in Mandarin what the ESL Teacher is saying. 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 or principal who both speak English and Mandarin, are present to translate questions and answers among the ESL teacher and parents after the presentation and the video. This is to make sure that the parents really are clear about the program choices for their children and with the programs the school offers to aid with English language acquisition. Parents are informed of all program choices available at the school (Dual Language for Grades K and 1st, ESL for Grades 2-8). 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. Forms and information on where to find the video online are sent to the families of students who did not attend any orientations. Additionally, during Curriculum Night, the parents of students in Grades K and 1st receive information on Dual Language from The Dual Language Coordinator, Lisa Campbell via a powerpoint presentation that was also presented at a CEC Meeting last year, since all students in Grades K and 1st are in Dual Language classes.

Entitlement Letter Distribution and Record Keeping:

1) Initial 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. If it is impossible to get the parents in, the Program Selection Forms are sent home along with a copy of the DVD explaining program choices, so the parents can at least view the video, be informed before they fill out the form, and then they can ask the school personnel if they have any additional questions.

2) Parents of grades K-8 are informed of our Free-standing ESL program and Dual Language 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 prior to the school year, about how Dual Language will be offered. Ongoing communication with parents will occur through newsletters and parent meetings (schoolwide and grade wide). For students who are once again identified as ELLs based on their Spring NYSESLAT scores, Continuous Entitlement Letters are sent home by the ESL Teacher explaining the parents that their children will continue to be entitled to services for ELLs based on the NYSESLAT score. For students who recently passed the NYSESLAT, parents are sent letters explaining that their children passed the Spring NYSESLAT and are no longer mandated for ESL services. The ESL Teacher fills out the letters, distributes them to classroom teachers, who then distribute it to the students' parents. When the letters are signed and returned, they are placed in the ESL Teacher's mailbox and filed in a cabinet where all the ESL paperwork is stored so there can be easy access to forms in case anyone needs them. Copies of letters are also made before they are sent out to parents as proof that we as a school have attempted to inform parents about their child's progress and rights with English acquisition services.

3) 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. Close to 100 percent of the newly entitled Kindergarten and 1st Grade ELLs' parents indicate Dual Language. For the parents who indicate ESL as their first choice, the students are given pullout ESL services to align with the program choice request and to be aligned with the CR-Part 154 requirements.

4) Program models offered at our school are aligned with parent requests. A growing dual language program presently is in operation at the Pre-K, Kindergarten grades and First Grades.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	4	4	0	0	0	0	0	0	0	0	0	0	0	8
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	2	2	1	1	2	1	2	0	0	0	0	11
Total	4	4	2	2	1	1	2	1	2	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	15	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	53	0	3	0	0	0	0	0	0	53
ESL	11	1	5	15	1	2	0	0	0	26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
64	1	8	15	1	2	0	0	0	79	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	24	47	22	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46	114
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	24	47	22	67	0	46	114													

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 17

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 12

Asian: 144

Hispanic/Latino: 13

Native American: 0

White (Non-Hispanic/Latino): 22

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	24	22	11	9	4	1	2	1	5	0	0	0	0	79
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	24	22	11	9	4	1	2	1	5	0	0	0	0	79

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 are spread across four classes, including one CTT class and will be mixed language proficiency levels. The classroom teachers are certified Bilingual Teachers. Therefore the ESL instructional requirements as required by CR Part 154, is delivered by the classroom teacher. The teachers schedule blocks of time that would be designated in their classroom as small group work time and they work with their English Language Learners. Instruction in the First Grade Dual Language classes use the Side by Side Model. This model has two teachers, one responsible for the delivery of English instruction and one responsible for the delivery of instruction in Mandarin. There is also one CTT / ICT class which has an additional teacher, a Special Education Teacher. With the Side by Side Model, the students receive 50 percent of their instruction in English and 50 percent of their instruction in Mandarin. 1) The students the First Grade classes alternate the language of instruction by days. Their school days are either entirely in Mandarin or entirely in English. The students who are identified as English Language Learners receive Pullout ESL instruction outside of their homeroom class, with a certified ESL Teacher to ensure that the students are getting their language requirements as per CR Part 154 regulations. Instruction in our free-standing ESL (Grades 1-8) involves the Pullout Model. In the elementary ESL classes, the groups are pulled both by grade and language proficiency. In June the students were grouped in their grade level homeroom classes, by their (predicted) language proficiency level so that the needs of the ELLs within each classroom are similar and this facilitates appropriate grouping for small group instruction within the homeroom classroom. The Beginner and Intermediate students are mostly grouped together and placed with the same teacher. The Advanced students are mostly grouped together and placed with the same teacher. The recently Proficient / Transitional ELLs are grouped together and placed with the same teacher. In the middle school grades there are less students who are identified as English Language Learners. Therefore all ELLs are placed in the same homeroom classroom. The ESL students are scheduled for their ESL instruction to take place at the same time as their Humanities classes. This makes it feasible for the ESL Teacher to use a Humanities based approach for units planned and taught. Additionally collaborative conversations between the ESL Teacher and the Humanities Teacher occur periodically so that the teachers can check in on how the students are progressing and make sure the planning is aligned to the extent it is possible, to the grade level content the English Proficient students are receiving. There are new admits every year at the middle school level. Whenever possible, those students are grouped together. The students spend a lot of instructional time developing their oral language skills in English since usually the students do have some ability with regards to reading and writing, but they struggle with producing language, both because of their lack of confidence in their spoken English skills and also because there are differences between English and Chinese that the students must have opportunities to be exposed to , and then to work with them to build their capacity to become (more) fluent speakers of English comparable to their English Proficient peers.

2) For the dual language program, the Kindergarten teachers have their bilingual extensions and will instruct in English for a half day and in Mandarin for a half day. The teachers plan using a 10 day cycle, paying attention to their prep periods and what languages are used by those teachers. This makes it possible

A. Programming and Scheduling Information

for the teachers to try as much as possible to facilitate an accurate 50/50 language model. A Chinese Language and Culture class is one of the preps offered to supplement native instruction. The Kindergarten Teachers are responsible for the delivery of the mandated ESL instructional minutes to the students identified as ELLs. Teachers work with students during small group work time, providing the students with the strategies and language they need to help them keep up with their English Proficient peers. In the First Grade Dual Language Classes, the teachers teaching Mandarin are certified Foreign Language Teachers. The teachers teaching the English content are not certified ESL Teachers. Therefore, the certified ESL Teacher in the school works with the ESL students and schedules the mandated four or eight periods of ESL instruction that are required as per CR-Part 154. The students in Grades 2-8 are not in Dual Language classes. Their classes are monolingual classrooms with the language of instruction as English. The ESL students are placed into the classes by their proficiency levels from LAB-R or NYSESLAT. Hopefully this targeted placement will allow for deeper, more focused conversations between the mainstream teacher and the ESL Teacher, in order to ensure that ELLs are receiving appropriate instruction for their language levels both within the ESL classroom and in their mainstream classroom. In our free-standing ESL program, students are scheduled based on their proficiency level. One certified ESL teacher in the school services all mandated ELL students and gives 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.) 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 and any others students who need / prefer native language support.

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. A part of the school budget this year was devoted to building the materials for the Dual Language classrooms, materials in Mandarin. Appropriate, rich materials, combined with the previously mentioned approaches serve to create a successful language learning environment within the classrooms and the school. In the regular classroom, ELLs have access to leveled libraries which allow teachers to match students with reading material that is just 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 book 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.

4) To ensure that ELLs are properly assessed in their native language, careful attention is paid to the information on the Home Language Information Survey. Recent surveys have been more helpful for the population in our school because the Chinese Language Survey includes Chinese dialects other than Mandarin (Cantonese, Other). This gives the school information on what specific language / dialect the students speak and use in their homes. When we are able to have a specific language indicated, we are mostly able to work within the school to communicate with the students and their families about the students' learning needs. The School Based Support Team has members who speak Mandarin, Fujianese, and Cantonese (The Hearing Teacher, The Speech Teacher, The Guidance Counselor). Additionally the Chinese Language Teachers speak dialects other than Mandarin. With all the combined efforts, the school is able to closely watch the students and monitor their initial learning. Then there are collaborative conversations with regards to students' skills and needs and appropriate assessments are decided upon, designed, and utilized. The information is provided with all teachers who work with the students so that everyone is aware of the students' strengths and needs. Such assesments used are conversations with the mentioned personnel, work by those personnel within the regular classrooms to observe, monitor, and provide small group skills work when needed. The school will continue to work on this area to make sure that all students are appropriately assessed and knowing their home language is a huge help to us for now because we can then identify personnel to help with assessment and provide any additional supports the students may need.

5) 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

A. Programming and Scheduling Information

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 State Department of Education. In addition to being placed in an 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 utilizing the school's RTI (Response to Intervention) Team. These programs focus on developing instruction that can fill in the educational gaps the students have and may include but are not limited to: 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 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 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. The ELA score will be used as a baseline for the students as they continue through the rest of their time in our school. We are hopeful that the resources and strategies we are using will result in an ELA score that results in the students meeting the grade level criteria for promotion. However if the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

volunteers may also be arranged in an appropriate setting. The education of ELLs classified with special needs is driven by the IEP. The Speech Teacher, Hearing Teacher, and Guidance Counselor speak Mandarin and other dialects of Chinese. Therefore bilingual services are available for and given to the students to further aid with their language progress. All services for students are coordinated so that there are no scheduling

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8) The school's response to Intervention (RTI) Team fields working with interventions for all students including ELLs. The team consists of a staff that can address mostly ELA and Math needs right now, but will continue to expand to include more personnel including those that can address additional content areas. The team includes a Math Teacher, A Language Arts Cluster Teacher, the Literacy Coach, the SETTS Teacher, and additional Common Branch Certified Teachers who work with students on ELA content. ELLs who are brought up as needing intervention services are discussed at RTI Meetings with the team and the classroom teacher(s). Appropriate intervention programs are designed based on the targeted need. ELLs who require help with decoding and encoding receive may 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. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Upper Grade students can 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. Some middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive small group test preparation instruction both during the regular school day and after school. 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 Wednesday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring three times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs. The designated Math Intervention Person from the RTI Team works with the student to help them to develop their math skills. For the content area support, the bulk of intervention is provided by the content area teacher during both the regular class time and during Extended Day Tutoring. 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 more 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. There are a variety of school personnel that can assist with providing native language support and smaller group instruction within the mainstream classroom. Currently all the Newcomer 8th Grade ELLs benefit from the Bilingual Hearing Teacher who pushes in and assist the students during Math class. 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.

9) 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). 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 RTI Team and the SBST and mutual time is set aside with all their teachers to discuss the best types of academic supports for

B. Programming and Scheduling Information--Continued

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

8) The school's response to Intervention (RTI) Team fields working with interventions for all students including ELLs. The team consists of a staff that can address mostly ELA and Math needs right now, but will continue to expand to include more personnel including those that can address additional content areas. The team includes a Math Teacher, A Language Arts Cluster Teacher, the Literacy Coach, the SETTTS Teacher, and additional Common Branch Certified Teachers who work with students on ELA content. ELLs who are brought up as needing intervention services are discussed at RTI Meetings with the team and the classroom teacher(s). Appropriate intervention programs are designed based on the targeted need. 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. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Upper Grade students can 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. Some middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive small group test preparation instruction both during the regular school day and after school. 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 Wednesday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring three times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs. The designated Math Intervention Person from the RTI Team works with the student to help them to develop their math skills. For the content area support, the bulk of intervention is provided by the content area teacher during both the regular class time and during Extended Day Tutoring. 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 more 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. There are a variety of school personnel that can assist with providing native language support and smaller group instruction within the mainstream classroom. Currently all the Newcomer 8th Grade ELLs benefit from the Bilingual Hearing Teacher who pushes in and assist the students during Math class. 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.

9) 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). 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 RTI Team and the SBST and mutual time is set aside with all their teachers to discuss the best types of academic supports for them. 3) New programs and improvements that will be considered for the school year will once again try to focus on the middle school

Courses Taught in Languages Other than English

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)?

1-5) For 2011-12, the Kindergarten and 1st Grade 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. The Kindergarten classes are Self-Contained and the classroom teachers will instruct in English for half of their instructional day and in Mandarin for the other half of their instructional day for all subject areas. For literacy and mathematics and Mandarin in the afternoon. English proficient students will be taught literacy in English and ELLs will participate in the same lessons alongside EPs with additional ESL time set aside for ELLs where the classroom teachers will use ESL strategies to engage ELLs in their English literacy. The First Grade Dual Language classes use the Side by Side Model. One set of classes (two classes) alternate the instructional days between Mandarin and English so that the students are entirely engaged in Mandarin instruction on some days and in English instruction on the other days, thus facilitating the 50/50 division of languages. The other set of classes (two classes) alternates between their English teacher and their Chinese teacher daily using the Roller Coaster model. If students end their instructional day in Mandarin, the following day they come in and begin their instructional day in Mandarin and vice versa for the English instruction. In all of the Dual Language classes, literacy is simultaneous. The students are developing their literacy skills in both languages at the same time. In the Kindergarten Dual Language classes, the languages are separated by time blocks and different colors are used within the room to signify the target language of instruction. In the First Grade classrooms, the languages are separated by classroom where the students move between their English classroom and their Chinese classroom thus giving them a clear signal for which language is expected from and by them.

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RtI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turned key to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RTI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turn keyed to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support staff, including the ESL teacher and SETTs teacher, attended a series of workshops on ELLs in RTI. The lower grades Science Teacher went to a workshop on Teaching Science to ELLs. In addition, eight 1st and 2nd grade classroom teachers attended training on Oral Storytelling held by CUNY/Creative Arts Team. As ELL related professional development opportunities arise, we will continue to send staff to attend and be trained.

The ESL Teacher is in a leadership development program at Bank Street College -- BETLA Network 10 (Bilingual / ESL Teacher Leadership Academy). The program includes intensive research based staff development, graduate courses, summer institutes, advisory sessions, and free workshops during the year. In addition to the program focusing on current best practices and issues related to ELLs, the program also focuses on building capacity for leadership within the school in order to better serve the ELLs. In the previous school years, The ESL teacher has also attended free workshops given by BETAC (Bilingual Educational Technical Assistance Center) and subsequently influenced the school to send more general classroom teachers.

In support of our CEP goal of developing written and oral language, on-going training with the Core Standards will continue with all staff to implement specifically the language and speaking objectives into the curriculum. The ESL ELA Inquiry Team from the 2010-11 school year is working on providing site specific staff development to teachers on integrating oral language rubrics into their curriculum and assessment plans. The Literacy Coach as well as others identified on staff will continue to work with teachers to support the ELLs.

School Wide Calendar of Professional Development:

October

10/27 – Tr Effectiveness (dept mtgs – Pk-5)

10/28 -1:30-3pm IVR, SESIS Training (406)

November

*no Staff Meeting this month due to PD day

Th 11/3 Tr Effectiveness PD (dept mtgs - MS); ESL Cmtee Mtg

11/8 – PD day : CCLS, SESIS, ESL, Repsect for All, ATLAS Curriculum Mapping

Th 11/10 Cmtee Meeting time

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RTI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turn keyed to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support staff, including the ESL teacher and SETTs teacher, attended a series of workshops on ELLs in RTI. The lower grades Science Teacher went to a workshop on Teaching Science to ELLs. In addition, eight 1st and 2nd grade classroom teachers attended training on Oral Storytelling held by CUNY/Creative Arts Team. As ELL related professional development opportunities arise, we will continue to send staff to attend and be trained.

The ESL Teacher is in a leadership development program at Bank Street College -- BETLA Network 10 (Bilingual / ESL Teacher Leadership Academy). The program includes intensive research based staff development, graduate courses, summer institutes, advisory sessions, and free workshops during the year. In addition to the program focusing on current best practices and issues related to ELLs, the program also focuses on building capacity for leadership within the school in order to better serve the ELLs. In the previous school years, The ESL teacher has also attended free workshops given by BETAC (Bilingual Educational Technical Assistance Center) and subsequently influenced the school to send more general classroom teachers.

In support of our CEP goal of developing written and oral language, on-going training with the Core Standards will continue with all staff to implement specifically the language and speaking objectives into the curriculum. The ESL ELA Inquiry Team from the 2010-11 school year is working on providing site specific staff development to teachers on integrating oral language rubrics into their curriculum and assessment plans. The Literacy Coach as well as others identified on staff will continue to work with teachers to support the ELLs.

School Wide Calendar of Professional Development:

October

10/27 – Tr Effectiveness (dept mtgs – Pk-5)

10/28 -1:30-3pm IVR, SESIS Training (406)

November

*no Staff Meeting this month due to PD day

Th 11/3 Tr Effectiveness PD (dept mtgs - MS); ESL Cmtee Mtg

11/8 – PD day : CCLS, SESIS, ESL, Repsect for All, ATLAS Curriculum Mapping

Th 11/10 Cmtee Meeting time

Th 11/ 17 CASL Meeting time

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 invited 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 meetings. Additionally ELL parents with children in the Dual Language program are invited to continuous workshops highlighting the programs offered in the program. The school is currently reviewing how Title III money is allotted and is considering providing some money for parental involvement programs. 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 is currently increasing partnerships with Community Based Organizations (CBOs) The school would like to develop partnerships in the future and that will be one of our goals for “Next Steps” Currently the school works with The Department of Aging to have Senior Helpers work in some classrooms daily between 8:30 and 12:30.

3) The needs of parents in the school are evaluated by The Parent's Association at the beginning of the school year. This sometimes occurs at curriculum night and at other times at the SLT Meetings or regular monthly PTA meetings.. 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 certain 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. Since the school is growing the Dual Language Program, the school has also scheduled meetings specifically about the Dual Language program and the SLT works on a newsletter that is distributed to families to keep them informed. The school hopes to be able to offer more support to parents in the future. We have a very strong Parent Coordinator and we look forward to the parent meetings that the city offers to further support and integrate ELL parents.

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

8) The school's response to Intervention (RTI) Team fields working with interventions for all students including ELLs. The team consists of a staff that can address mostly ELA and Math needs right now, but will continue to expand to include more personnel including those that can address additional content areas. The team includes a Math Teacher, A Language Arts Cluster Teacher, the Literacy Coach, the SETTS Teacher, and additional Common Branch Certified Teachers who work with students on ELA content. ELLs who are brought up as needing intervention services are discussed at RTI Meetings with the team and the classroom teacher(s). Appropriate intervention programs are designed based on the targeted need. 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. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Upper Grade students can 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. Some middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive small group test preparation instruction both during the regular school day and after school. 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 Wednesday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring three times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs. The designated Math Intervention Person from the RTI Team works with the student to help them to develop their math skills. For the content area support, the bulk of intervention is provided by the content area teacher during both the regular class time and during Extended Day Tutoring. 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 more 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. There are a variety of school personnel that can assist with providing native language support and smaller group instruction within the mainstream classroom. Currently all the Newcomer 8th Grade ELLs benefit from the Bilingual Hearing Teacher who pushes in and assist the students during Math class. 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.

9) 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). Some Former ELLs do well in their classroom without additional support, but when it is noted that

B. Programming and Scheduling Information--Continued

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

8) The school's response to Intervention (RTI) Team fields working with interventions for all students including ELLs. The team consists of a staff that can address mostly ELA and Math needs right now, but will continue to expand to include more personnel including those that can address additional content areas. The team includes a Math Teacher, A Language Arts Cluster Teacher, the Literacy Coach, the SETTS Teacher, and additional Common Branch Certified Teachers who work with students on ELA content. ELLs who are brought up as needing intervention services are discussed at RTI Meetings with the team and the classroom teacher(s). Appropriate intervention programs are designed based on the targeted need. ELLs who require help with decoding and encoding receive many 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. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Upper Grade students can 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. Some middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive small group test preparation instruction both during the regular school day and after school. 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 Wednesday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring three times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs. The designated Math Intervention Person from the RTI Team works with the student to help them to develop their math skills. For the content area support, the bulk of intervention is provided by the content area teacher during both the regular class time and during Extended Day Tutoring. 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 more 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. There are a variety of school personnel that can assist with providing native language support and smaller group instruction within the mainstream classroom. Currently all the Newcomer 8th Grade ELLs benefit from the Bilingual Hearing Teacher who pushes in and assist the students during Math class. 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.

9) 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). 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 RTI Team and the SBST and mutual time is set aside with all their teachers to discuss the best types of academic supports for

B. Programming and Scheduling Information--Continued

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

8) The school's response to Intervention (RTI) Team fields working with interventions for all students including ELLs. The team consists of a staff that can address mostly ELA and Math needs right now, but will continue to expand to include more personnel including those that can address additional content areas. The team includes a Math Teacher, A Language Arts Cluster Teacher, the Literacy Coach, the SETTTS Teacher, and additional Common Branch Certified Teachers who work with students on ELA content. ELLs who are brought up as needing intervention services are discussed at RTI Meetings with the team and the classroom teacher(s). Appropriate intervention programs are designed based on the targeted need. 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. Additionally, the school has purchased and utilized the Read Naturally program, which is a computer based, multi-faceted approach to reading. Upper Grade students can 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. Some middle school classes (Grades 6-8) receive Guided Reading in a Push-In and Pullout combined model. The upper grades receive small group test preparation instruction both during the regular school day and after school. 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 Wednesday). The interventions mentioned are utilized for literacy. For Math, students who are identified as needing additional support are also targeted for Extended Day tutoring three times a week. Additionally the school offers small group push-in and pullout services targeting the needs of ELLs. The designated Math Intervention Person from the RTI Team works with the student to help them to develop their math skills. For the content area support, the bulk of intervention is provided by the content area teacher during both the regular class time and during Extended Day Tutoring. 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 more 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. There are a variety of school personnel that can assist with providing native language support and smaller group instruction within the mainstream classroom. Currently all the Newcomer 8th Grade ELLs benefit from the Bilingual Hearing Teacher who pushes in and assist the students during Math class. 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.

9) 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). 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 RTI Team and the SBST and mutual time is set aside with all their teachers to discuss the best types of academic supports for them. 3) New programs and improvements that will be considered for the school year will once again try to focus on the middle school

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)?

1-5) For 2011-12, the Kindergarten and 1st Grade 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. The Kindergarten classes are Self-Contained and the classroom teachers will instruct in English for half of their instructional day and in Mandarin for the other half of their instructional day for all subject areas. For literacy and mathematics and Mandarin in the afternoon. English proficient students will be taught literacy in English and ELLs will participate in the same lessons alongside EPs with additional ESL time set aside for ELLs where the classroom teachers will use ESL strategies to engage ELLs in their English literacy. The First Grade Dual Language classes use the Side by Side Model. One set of classes (two classes) alternate the instructional days between Mandarin and English so that the students are entirely engaged in Mandarin instruction on some days and in English instruction on the other days, thus facilitating the 50/50 division of languages. The other set of classes (two classes) alternates between their English teacher and their Chinese teacher daily using the Roller Coaster model. If students end their instructional day in Mandarin, the following day they come in and begin their instructional day in Mandarin and vice versa for the English instruction. In all of the Dual Language classes, literacy is simultaneous. The students are developing their literacy skills in both languages at the same time. In the Kindergarten Dual Language classes, the languages are separated by time blocks and different colors are used within the room to signify the target language of instruction. In the First Grade classrooms, the languages are separated by classroom where the students move between their English classroom and their Chinese classroom thus giving them a clear signal for which language is expected from and by them.

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RtI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turned key to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RTI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turn keyed to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support staff, including the ESL teacher and SETTs teacher, attended a series of workshops on ELLs in RTI. The lower grades Science Teacher went to a workshop on Teaching Science to ELLs. In addition, eight 1st and 2nd grade classroom teachers attended training on Oral Storytelling held by CUNY/Creative Arts Team. As ELL related professional development opportunities arise, we will continue to send staff to attend and be trained.

The ESL Teacher is in a leadership development program at Bank Street College -- BETLA Network 10 (Bilingual / ESL Teacher Leadership Academy). The program includes intensive research based staff development, graduate courses, summer institutes, advisory sessions, and free workshops during the year. In addition to the program focusing on current best practices and issues related to ELLs, the program also focuses on building capacity for leadership within the school in order to better serve the ELLs. In the previous school years, The ESL teacher has also attended free workshops given by BETAC (Bilingual Educational Technical Assistance Center) and subsequently influenced the school to send more general classroom teachers.

In support of our CEP goal of developing written and oral language, on-going training with the Core Standards will continue with all staff to implement specifically the language and speaking objectives into the curriculum. The ESL ELA Inquiry Team from the 2010-11 school year is working on providing site specific staff development to teachers on integrating oral language rubrics into their curriculum and assessment plans. The Literacy Coach as well as others identified on staff will continue to work with teachers to support the ELLs.

School Wide Calendar of Professional Development:

October

10/27 – Tr Effectiveness (dept mtgs – Pk-5)

10/28 -1:30-3pm IVR, SESIS Training (406)

November

*no Staff Meeting this month due to PD day

Th 11/3 Tr Effectiveness PD (dept mtgs - MS); ESL Cmtee Mtg

11/8 – PD day : CCLS, SESIS, ESL, Repsect for All, ATLAS Curriculum Mapping

Th 11/10 Cmtee Meeting time

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) In 2010-2011, Classroom teachers selected from a menu of staff development options, some from BETAC and some from Teachers' College. The Teachers' College workshops focused on strengthening units within the core ELA curriculum and the topics ranged from Improving Narrative Writing to Incorporating Fluency and Comprehension Work into the Teaching of Reading. In the current 2011-2012 school year, an emphasis will be put on professional development around developing Common Core Aligned curriculum and performance tasks, helping all students develop oral language skills, and analyzing/reflecting on student work in order to improve instruction. The ESL teacher, literacy coach and administration will provide on-going on-site professional development for all staff who work with ELLs during PD days in November and June, as well as during common grade planning time. A number of school governance committees, such as the RTI/ELL committee and the PD committee, have been formed to advise those who are delivering professional development to the staff.

In the 2010-11 school year, incorporating an oral language component into classroom units was a school goal to support all students, especially ELLs. Additionally the ELA Inquiry Team was comprised of 1 3rd, 4th, and 5th Grade Teacher, the ESL Teacher and an assistant principal. The focus of the inquiry was incorporating oral language and formalizing it in a way that can be turn keyed to the staff for assessment purposes and improved lesson planning for ELLs. In June the entire staff looked at The Inquiry Team's rubrics. In the 2011-2012 school year, the RTI/ ESL Committee, which meets monthly, will be working on implementing the use of the rubrics and oral language activities and their work will be shared with the staff in June 2012.

The 2011 November PD day offered a variety of workshops geared toward the instruction of ELLs including one given by the ESL teacher on incorporating vocabulary instruction into the common core curriculum with a specific focus on the performance tasks required by the CCLS. Dual language teachers also worked on embedding the CCLS into their Chinese & English curriculum maps. This is fulfill additional time required by the 7.5 minimum hours of ELL training for all staff.

To support the growth and development of our dual language program in the early childhood grades, the Office of ELLs (and previously the staff at ALBETAC), have been the primary source of professional development. This work has included on-site presentations, workshops as well as off-site meetings and intervisitations to other schools containing Mandarin dual language programs. Additional days have been budgeted for DL teachers to plan and develop their curriculum with the assistance of our dual language coordinator, literacy coach and OELL staff.

At the end of the 2010-2011 school year and continuing into 2011-2012 school year, a team of teachers, administrators and support staff, including the ESL teacher and SETTs teacher, attended a series of workshops on ELLs in RTI. The lower grades Science Teacher went to a workshop on Teaching Science to ELLs. In addition, eight 1st and 2nd grade classroom teachers attended training on Oral Storytelling held by CUNY/Creative Arts Team. As ELL related professional development opportunities arise, we will continue to send staff to attend and be trained.

The ESL Teacher is in a leadership development program at Bank Street College -- BETLA Network 10 (Bilingual / ESL Teacher Leadership Academy). The program includes intensive research based staff development, graduate courses, summer institutes, advisory sessions, and free workshops during the year. In addition to the program focusing on current best practices and issues related to ELLs, the program also focuses on building capacity for leadership within the school in order to better serve the ELLs. In the previous school years, The ESL teacher has also attended free workshops given by BETAC (Bilingual Educational Technical Assistance Center) and subsequently influenced the school to send more general classroom teachers.

In support of our CEP goal of developing written and oral language, on-going training with the Core Standards will continue with all staff to implement specifically the language and speaking objectives into the curriculum. The ESL ELA Inquiry Team from the 2010-11 school year is working on providing site specific staff development to teachers on integrating oral language rubrics into their curriculum and assessment plans. The Literacy Coach as well as others identified on staff will continue to work with teachers to support the ELLs.

School Wide Calendar of Professional Development:

October

10/27 – Tr Effectiveness (dept mtgs – Pk-5)

10/28 -1:30-3pm IVR, SESIS Training (406)

November

*no Staff Meeting this month due to PD day

Th 11/3 Tr Effectiveness PD (dept mtgs - MS); ESL Cmtee Mtg

11/8 – PD day : CCLS, SESIS, ESL, Repsect for All, ATLAS Curriculum Mapping

Th 11/10 Cmtee Meeting time

Th 11/ 17 CASL Meeting time

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 invited 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 meetings. Additionally ELL parents with children in the Dual Language program are invited to continuous workshops highlighting the programs offered in the program. The school is currently reviewing how Title III money is allotted and is considering providing some money for parental involvement programs. 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 is currently increasing partnerships with Community Based Organizations (CBOs) The school would like to develop partnerships in the future and that will be one of our goals for "Next Steps" Currently the school works with The Department of Aging to have Senior Helpers work in some classrooms daily between 8:30 and 12:30.

3) The needs of parents in the school are evaluated by The Parent's Association at the beginning of the school year. This sometimes occurs at curriculum night and at other times at the SLT Meetings or regular monthly PTA meetings.. 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 certain 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. Since the school is growing the Dual Language Program, the school has also scheduled meetings specifically about the Dual Language program and the SLT works on a newsletter that is distributed to families to keep them informed. The school hopes to be able to offer more support to parents in the future. We have a very strong Parent Coordinator and we look forward to the parent meetings that the city offers to further support and integrate ELL parents.

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)	3	4	1	0	0	0	1	0	1	0	0	0	0	10
Intermediate(I)	4	8	4	2	0	0	0	0	0	0	0	0	0	18
Advanced (A)	15	7	6	7	4	1	1	1	5	0	0	0	0	47
Total	22	19	11	9	4	1	2	1	6	0	0	0	0	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	1	0	0	0	1	0	1	0	0	0	0
	I	0	6	0	0	0	0	0	0	0	0	0	0	0
	A	0	10	2	2	0	1	1	1	5	0	0	0	0
	P	0	8	16	9	4	0	1	0	0	0	0	0	0
READING/ WRITING	B	0	1	1	1	0	0	1	0	1	0	0	0	0
	I	0	7	4	2	0	0	0	0	0	0	0	0	0
	A	0	6	3	6	3	1	1	0	4	0	0	0	0
	P	0	4	11	3	1	0	1	1	1	1	0	0	0

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

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

NYS Science														
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	0	0	1
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	1	1	5	2	58	159	54	7

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 184M

School DBN: 01CFN

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Chiu	Principal		11/10/11
Yvonne Chin	Assistant Principal		11/10/11
Sandra Chia	Parent Coordinator		11/10/11
Nicole Levin	ESL Teacher		11/10/11
Kiu Chan Lei	Parent		11/10/11
Monique Michael	Teacher/Subject Area		11/10/11
Ya Feng Tsao	Teacher/Subject Area		
Donna Chin	Coach		11/10/11
	Coach		
	Guidance Counselor		
	Network Leader		
Barbara McClung	Other <u>UFT Rep</u>		11/10/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M184 **School Name:** Shuang Wen School

Cluster: _____ **Network:** CFN561

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. 15% of the students whose parents choose Chinese, other than English, as the primary language of communication for both oral and written communications. No other language need was identified. Therefore, it was determined that Chinese is the primary language for translation and interpretation services.

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 90% 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 translated and posted on the Parents' Bulletin Board, located outside of the Parents' Room.
During open school nights and parent teacher conferences, Mandarin and Cantonese Interpreters are available and assigned on each floor to assist the English speaking teachers for translations and interpretations.

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 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, community assistant, designated school aides, and in some cases, parent volunteers.

- a. The office administrators are mostly bilingual to meet the parents' need of interpretation at all times.
- b. 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.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III After School programs provide extra support to current and former ELL student population. This year the Title III program will focus on the students who are new comers and the students who are in their first year of Transitional services. All current ESL and transitional ESL students will be offered the opportunity to participate in the after school / before school Title III services. However, due to the extensive enrollment of our after school SWAN Chinese Language program, students and parents have options to choose to participate either in the SWAN after school program or the Title III ESL program.

The language of instruction for the Title III program is primarily in English. However, in order to assist new comers' learning core content in subject areas such as Math and Science, explanation/translation of the instructional material in Chinese will be provided by the bilingual Community Assistant. The programs will include ESL classes for mandated ELLs and new comers, ELA Reading and Writing Workshop for

Transitional ELLs, Response To Intervention (R.T.I.) Math and Science for ELLs and Transitional ELLs, and Adult ESL class for parents of ELLs.

New Comers ESL class and English Reading and Writing Workshop for Transitional ELLs will run twice a week from 3:05 p.m. to 3:50 p.m. Adult ESL class will meet on Friday mornings from 7:55 to 8:40 when parents drop off their children in the morning. All three ESL classes will run from December 2011 to May 2012. ELL RTI Math class for 8th Grade will meet once a week, ELL RTI Science class for 4th and 8th grade will meet twice a week. All three RTI classes will meet before or after school for 45 minutes each session. The RTI Science classes will run from February to April of 2012, and RTI Math class for 8th grade will be from May to June, 2011.

The Title III program will also support the growth and development of our Dual Language Program, which support the language acquisition for both ELLs and English dominate students to learn the targeted Mandarin Chinese.

All Title III programs will provide additional content and language support in order to bring students to

Part B: Direct Instruction Supplemental Program Information

higher levels of English proficiency in the four modalities: listening, speaking, reading and writing. Additionally the ELL students need to be prepared for the language demands of the Common Core Learning Standards which needs to focus on non-fiction content. The Title III programs will enhance the language development of students while simultaneously giving students opportunities to engage in practicing English in all four modalities. The students will be periodically assessed during the program with assessments that are aligned with NYS standards and Common Core Learning Standards. Students whose results of assessment show need for additional assistance will be targeted for individualized or small group instruction that more specifically addresses and tailors to their needs.

Since the activities in the Title III programs are intended to provide additional support for ELL students, the Title III programs will incorporate large amounts of practice in oral language expression and in performance task activities that are related to content themes. These additional supports will ensure students' success in their regular classrooms. The fluency and oral language aspect is a big component of the ESL class instruction. The instruction may be implemented in one of the following ways: the ELL students will participate in Readers' Theater activities and use many of the materials from the Oxford ESL resources, which includes jazz chants of many different formats. They also will use different poetry collections (across the grade levels, sets from K-6), and a variety of books on CDs on topics related to different themes paralleling the daytime curriculum but also with specific practice in (oral) language structures. These books on CDs include but not limited to favorite character series as Madeline, Curious George, Magic Tree House and Polk Street Kids. The R.T.I. Math and Science Title III classes will help ELL students gain the academic language they need when studying the non-fictional material which is theme based, such as materials about animals, environment and habitats.

Theme based projects and oral presentations of their projects are utilized to motivate and enhance students' conceptual understanding and language development. The students will apply the English language learning while engaging in fun, motivating, and a creative content based performance tasks and activities.

The Title III Parent ESL class is to help parents of ELL students learn English, so they will be able to support their children's learning and academic achievement in a more effective and meaningful way. Classes will run once a week on Friday morning from 7:55 a.m. to 8:40 a.m. from December 2011 to May 2012. The schedule may be adjusted if ELL parents express the need for different meeting time. One component of the parent ESL classes will be using Rosetta Stone software that the school has purchased in the past. Oxford Adult ESL materials will also be ordered to use with the parents. The parents will have the opportunity to learn the day to day English as well as academic English, allowing them to assist their children's education as well as quickly assimilate to the life in the United States of America. Artistic parents will also be invited to facilitate the art and performance tasks of the children in the Title III programs. It will be a great tool for promoting better parental involvement for ELL parents!

Part C: Professional Development

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

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

Begin description here: Ms. Nicole Levin, the ESL Teacher, is in Bank Street College's BETLA program. The program is a 15 credit post graduate course that builds capacity for teacher leadership and advocacy for ELLs, and additionally provides participants with current research and lesson planning ideas related to ELLs, which includes paying for national conference participation (SABE and TESOL).

Both our ESL and Dual Language Bilingual teachers and staff will participate in the professional development programs provide by The Office of English Language Learners (OELL). The PD programs include, but not limited to, inter-visitations and workshops in ESL and Bilingual Education, such as QTEL, Title III AMAO, Dual Language Professional Learning Institute and Common Core Curriculum Mapping for ELL/Bilingual Classes.

Following are some of the professional development workshops and activities for teachers who services ELL and bilingual students already took place and tentatively scheduled for the school year of 2011:

08/15-19/2011: QTEL One Week Training Session

08/29- 09/02/2011: Chinese English Dual Language Summer Learning Institute

10/28/2011: PS 163Q Inter-visitation for Dual Language Bilingual teachers and administrators

11/08/2011: DL committee meeting & CCLS workshop

11/22/2011: ELL PD – Understanding Title III AMAOs: Accountability for ELLs

12./01-02/2011: Curriculum Mapping in the Bilingual Classroom

01/25/2012: PS 173Q Inter-visitation: 1st grade Dual Language Bilingual teachers and administrators

02/03/2012: Chinese English Dual Language Professional Learning Institute

03/23/2012: Citywide Dual Language Conference

06/15/2012: PS 310 Inter-visitation for Dual Language Bilingual teachers and administrators

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities include two parts: Educational workshops for parents regarding dual language educational model and other education related topics, and Adult ESL class for parents of ELLs. Parents will be notified via personal letters, emails and monthly Parent Newsletter.

The Title III Parent ESL class is to help parents of ELL students learn English, so they will be able to support their children’s learning and academic achievement in a more effective and meaningful way. Classes will run once a week on Friday morning from 7:55 a.m. to 8:40 a.m. from December 2011 to May 2012. The schedule may be adjusted if ELL parents express the need for different meeting time. One component of the parent ESL classes will be using Rosetta Stone software that the school has purchased in the past. Oxford Adult ESL materials will also be ordered to use with the parents. The parents will have the opportunity to learn the day to day English as well as academic English, allowing them to assist their children’s education as well as quickly assimilate to the life in the United States of America. Artistic parents will also be invited to facilitate the art and performance tasks of the children in the Title III programs. It will be a great tool for promoting better parental involvement for ELL parents!

The parent ESL class will be provided by licensed ESL teachers in our school.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,681.00	ESL Class for New Comers $(45 \text{ min} \times 2 \times 22 \text{ wks}) \times \$49.89 = \$1,646.37$ Reading and Writing Workshop for Transitional ELLs $(45 \text{ min} \times 2 \times 22 \text{ wks}) \times \$49.89 = \$1,646.37$ Adult ESL for Parents of ELLs $(45 \text{ min} \times 1 \times 22 \text{ wks}) \times \$49.89 = \$500$ ELL RTI Science Grade 4 $(45 \text{ min} \times 2 \times 16) \times \$49.89 = \$1,200$ ELL RTI Science Grade 8 $(45 \text{ min} \times 2 \times 16) \times \$49.89 = \$1,200$ ELL RTI Math Grade 8 $(45 \text{ min} \times 1 \times 7) \times \$52 = \$300$ Per Diem Substitutes for Professional Development/Inter-visitations for Dual Language Program Teachers \$1,888.26
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$2,519.00	Materials from Ingram—Oxford University Press Materials— Adult ESL workbooks, assorted jazz chants books and CDs, content area picture dictionaries, Oxford Kids Readers and

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>materials.</p> <ul style="list-style-type: none"> • Must be clearly listed. 		<p>picture dictionaries, Chinese / English picture dictionaries, Monolingual English dictionaries (\$900)</p> <p>- Materials from Attanasio & Associates Grade Level Art Libraries (Grades 6-8, K-2) (\$700)</p> <p>- Material for Science RTI Grade 4 (\$300)</p> <p>- Material for Science RTI Grade 8 (\$300)</p> <p>- Material for Math RTI Grade 8 (\$300)</p>
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	11200	