



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: DR. SUN YAT SEN MIDDLE SCHOOL 131

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M131

PRINCIPAL: PHYLLIS TAM

EMAIL: PTAM@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MR. MARIANO GUZMAN**

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
Phyllis Tam	*Principal or Designee	
Linda Tom	*UFT Chapter Leader or Designee	
David Tang	*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	
Ourania Pantazatos	Member/ Teacher	
Ashley Helmer	Member/ Teacher	
Kellie Preyor	Member/ Staff	
Mei Tang	Member/ Parent	
Xiu Hong Zeng	Member/ Parent	
Lydia Tang	Member/ Parent	
Bi Qing Ye	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

Students will improve higher-order thinking skills in all content areas that will result in at least 30% of our students achieving proficiency in the NYS ELA exam in April 2013.

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.

Based on the results of the 2011-12 ELA standardized tests, Progress Report, Quality Review, and school-based common formative assessments in reading and writing, we identified the strong need to build robust readers and writers. As a school with a large ELL population, students must be exposed to language development from different sources, not just in ELA/ESL classrooms.

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) key personnel 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.
- Teachers will use rigorous research-based reading, writing, and speaking strategies to promote critical thinking in all content areas.
- A full time literacy coach was hired to assist teachers in different content areas with implementation of appropriate reading and writing strategies
- There is a school wide initiative in which all content area teachers are to incorporate literacy strategies in their day-to-day lessons – ie, SEEC (Statement, Examples, Evidence and Conclusion) writing strategies, text coding, paired reading.
- Teachers will incorporate common core standards in two of the units this year, and full curriculum integration by 2013-2014.
- In our extended-day book clubs, teachers in all content areas model and teach literary strategies.
- Teachers attend PD supported by CFN network, DoE and other educational organizations.
- A contracted professional development consultant is hired to support teachers in implementing the Common Core Learning Standards, using data to drive instruction, and designing common formative assessments and tools.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school hosts curriculum meetings in the fall.
- Classroom teachers will host at least one ELA workshop and one information session for parents around common core learning standards and state testing this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and the literacy coach will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

- Full time Literacy coach funded by Tax Levy
- Allocation Title I fund to purchase contracted professional development consultant services to support teacher growth.
- Extended day blocks are dedicated to literacy.
- Network funds release of teachers for PD / per session for summer sessions.
- Per Diem allocation for attending professional development and curriculum planning
- Per Session and Training Rate allocation for curriculum planning and professional learning.

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- A full time literacy coach and part time lead teacher are assigned to work with all teachers to support literacy development at our school. Their vast responsibilities include but are not limited to, curriculum support, modeling and planning lessons with teachers, planning school wide professional development and providing guidance and support in developing common formative assessments and their grading rubrics.
- Teachers meet during “weekly common planning time” to assess student learning by analyzing assessment data which guide their decisions in modifying curriculum units to better facilitate learning in the daily classrooms.
- Students needing additional literacy support are scheduled three periods a week for intervention using research based programs such as Just Words and Striving Readers

- Students in Temporary Housing are supported by our Coordinator of Student Affairs who works closely with the various personnel in Temporary Housing.

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.

Improve achievement in mathematics of our students with IEPs – specifically at least 69% of our students will achieve proficiency levels of 3 and 4 as measured by the NYS Math Exam; and 42% of our students with IEPs will perform at the 75th percentile or higher as compared to their peers on the NYCDOE progress report.

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.

While 67% of our student demonstrated proficiency on the 2012 NYS Math test; and their average proficiency level was 3.32, only 38.9% of students with IEP demonstrated proficiency, as indicated on our progress 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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - 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.
- Teachers will use the rigorous research-based Connected Mathematics Program to develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning in: number sense, geometry, measurement, algebra, probability and statistics.
- Teachers will collaboratively teach in teams where they will use the results of the pre and post assessments of each unit as well as two performance tasks to determine student needs and individualized learning plans. Based on these results, they will adjust the curriculum as needed.
- Teachers will incorporate common core standards in curriculum: two units of study in this school year; and full curriculum integration by 2013-2014.
- Teachers attend PD supported by CFN network, DoE and other educational organizations.
- A contracted professional development consultant is hired to support teachers in implementing the Common Core Learning Standards, using data to drive instruction, and designing common formative assessments and tools.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school hosts curriculum meetings in the fall.
- Classroom teachers will host one math workshop and one information session with parents around common core learning standards and state testing this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator, and the math team leader will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X _____ Tax Levy X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

- Per diem is allocated for teachers to attend professional development sessions that emphasize assessment, increase in content knowledge and common core standards.
- Allocation Title I fund to purchase contracted professional development consultant services to support teacher growth.
- Mathematics teachers provide additional academic support to strengthen students' basic skills and number sense during extended day time.
- Network funds the release of teachers for PD and per session for summer sessions.
- Per Diem allocation for attending professional development and curriculum planning
- Per Session and Training Rate allocation for curriculum planning and professional learning.

If other is selected describe here

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our network also provides intensive support for Exemplars Math and Assessment Institute.
- Teachers meet during "weekly common planning time" to assess student learning by analyzing assessment data which guide their decisions in modifying curriculum units to better facilitate learning in the daily classrooms.
- Students needing additional literacy and math academic support are scheduled three periods a week for intervention using research based programs such as Just Words and Striving Readers
- Students in Temporary Housing are supported by our Coordinator of Student Affairs who works closely with the various personnel in Temporary Housing.

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.

English Language Learners will improve their reading and writing skills in all content areas that will result in 20% of our students achieving proficiency in the NYSESLAT Exam.

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.

Based on the results of the 2011-2012 NYSESLAT and ELA standardized tests, Progress Report, Quality Review and school-based common formative assessments in reading; we identified the strong need to develop our ELL students to become English proficient. As a school with a large ELL population, students must be exposed to language development from different sources, not just in ESL classrooms.

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) key personnel 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.
- All ELLs will receive targeted instruction through content-classes.
- All ELLs will take the performance task assessment in ELA.
- The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas.
- English Language Learners will receive additional academic support from ESL-certified teachers supported by the network specialist and by reducing class and group size as much as possible.
- Diverse strategies and materials will be used to address student needs.
- ELL teams will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.
- An ESL Literacy Lead Teacher works with content area teachers in incorporating reading and writing strategies.
- A number of after school programs focusing on language development are offered to ELL students only using the Title III funding.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school hosts curriculum meetings in the fall.
- Classroom teachers will host one ESL workshop and one information sessions with parents with parents around common core learning standards

and state testing this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The Parent Coordinator and the math team leader will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

- After School Supplemental Programs: Wilson's Just Words and History of Chinese in America Project– funded by Title III (\$33,472)
- ESL Literacy Lead Teacher by TL Fair Student Funding (0.6 of a position)
- Extended day blocks are dedicated to literacy.
- Network funds the release of teachers for PD and per session for summer sessions.
- Per Diem for professional development by Title I 10% Setaside to allocate for Teacher Development

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our network also provides intensive support for ELL teachers (QTEL Training). Teachers meet during weekly common planning time to assess student learning by analyzing assessment data, which guide their decisions in modifying curriculum units to better facilitate learning. Students needing additional literacy support are scheduled to take Wilson's Just Words Program after school.

ANNUAL GOAL #4 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 #4

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

Improve school-wide communication and parent involvement that will result in an increase from 7.4 to 7.7 in the Communications metric in the 2012-13 School Survey.

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 MS131 community strongly believes that increasing parent involvement and awareness of school expectations will result in improved academic success. Currently a very small percentage of parents are actively engaged in school activities. We have many barriers: language, working class parents who may not have the time to attend events, longer and more frustrating meetings due to translations provided. This is a balance that we must honor so as to have genuine involvement from all of our families.

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) key personnel 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.

n/a

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Inform parents of school events via automatic phone messages mailed home & monthly parent bulletin
- Differentiate how translation services are provided during parent meetings so families wouldn't have to sit through the double translations – i.e., the use of FM translation unit so that they could hear a translation in real time.
- Incorporate technology in communication plan - monthly newsletter on school website, online communication with principal, In-person parent events, curriculum night, workshops around ELA, Math, ELL and adolescent awareness and development.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

- Parent Coordinator funded with TL\Parent Coordinator.
- Title 1 parent involvement funds will be used to support events, communication materials, per session for teachers to attend out-of-school-time events such as Curriculum Night.

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1 parent involvement funds will be used to support events, communication materials, per session for teachers to attend out-of-school-time events.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	For Lowest Thirds, this literacy support is in small group setting and focuses on developing students' reading comprehension and writing strategies with the use of Striving Readers Program or Just Words, a phonic based program. Students are chosen school-wide to receive the reading intervention program at MS 131.	Students in these small group classes of approximately 10 students have valuable opportunities to focus on various reading intervention strategies. Students comfortably read and think aloud, have time to select and savor high-interest texts, and confer privately or in small groups with the reading intervention teacher.	This literacy support meets three times weekly, during the school day focusing on reading comprehension strategies with non-fiction texts. Students work independently with appropriately matched text and confer regularly with the teacher.
Mathematics	For Lowest Thirds, this mathematics intervention support is in small group setting and focuses on developing students' number sense, basic computational skills and reasoning skills. Students are chosen school-wide to receive the reading intervention program at MS 131.	Students in these small group classes of approximately 10-15 students have valuable opportunities to focus on strengthening basic mathematical skills and knowledge that enhance their understanding for the grade level work. Teachers use workshop and guided practice models to provide opportunities where students will be able to practice various mathematical concepts and skills.	This mathematics support meets three times weekly, during the school day.
Science			

Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small focus groups will come together and engage in activities using organizational strategies with a special planner and behavior modification; Students will implement organization skills completing personal portfolios, projects and homework assignments; Students will improve their social behavior using behavior modification activities.	Guidance counselor, social worker, or school psychologist meets with students either individually or in small group setting pending on the needs of the students.	Students will meet with the appropriate staff during school hours and/or extended day time.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

School leaders are responsible to put vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates. School leaders form the personnel committee for recruitment and hiring purposes. The responsibilities of this committee are to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative in which all members' input and ideas are considered.

Retention / Assignments

School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network's Director of Human Resources to ensure that all teachers meet all documentations and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.

Support

School has a structure with different components to support new(er) teachers:

- Mentors are assigned to support new teachers
- A full time literacy coach provides support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
- Content area teams collaboratively plan curriculum and units of study on weekly basis.
- Guidance counselors and social workers provide social and emotional support to all teachers.
- Professional learning such as workshops, after school small group learning is tailored for different teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

I. General Expectations

Middle School 131 agrees to implement the following statutory requirements:

- *The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.*
- *The school will incorporate this parental involvement policy into its school improvement plan.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.*
- *The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:*
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
 - *that parents play an integral role in assisting their child's learning;*
 - *that parents are encouraged to be actively involved in their child's education at school;*
 - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
 - *The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.*

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. *Middle School 131* will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - *Meet and plan with PA executive board, SLT, and Parent Coordinator on a monthly basis.*
 - *Inform parents during orientation meetings in September to inform parents of ways they can be involved in school planning and functions throughout the year.*
 - *Provide workshops on young adolescent, parenting, and social emotional issues.*
 - *Disseminate information to parents through translated notices and school calendar.*
2. *Middle School 131* will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Inform parents about school data and results at monthly PA meetings.*
 - *Inform parents about how to access school's academic results.*
3. *Middle School 131 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.*
 4. *Middle School 131 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Common Core Learning Standards, Literacy and Math at school. In addition, the school will facilitate hands-on workshops such as Understanding the NYS Test, High School articulation, bridging the gap between the parent and the adolescent, resources for parents, libraries, cultural institutions, plays, and museums.*
 5. *Middle School 131 and its SLT members will analyze the results of the Annual School Survey in improving school quality. The analysis will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the survey to design strategies for more effective parental involvement.*
 6. *Middle School 131 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:*
 - a. *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –*
 - i. *the State's academic content standards*
 - ii. *the State's student academic achievement standards*
 - iii. *the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*
 - iv. *The school plan workshops and meetings to inform parents on the TC Reading and Writing Project and how they can help their child at home in reading and writing; what the Connected Math Program is and how they can develop math skills at home; how the literacy and math programs in our school aligns with state standards and tests; strategies students need to be able to take the assessments and meet the expected standards; and different resources on-line or around the city that parents and students have access to in order to broaden their knowledge, skills and understandings that will impact learning. Parents will be invited to meetings with teachers during Parent-Teacher conferences in November and February.*
 - b. *The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:*
The school will provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering September Teacher Orientation meeting, Informational workshops – NYS ELA & Math Assessments, Balanced Literacy Components, and Periodic Assessments.
 - c. *The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:*
The school will coordinate and integrate parental involvement programs and activities that encourage and support parents to fully participate in the education of their children, by offering school tours and workshops that actively engage them in understanding adolescent development and ways they can create a positive learning environment for their child at home.

- d. *The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.*

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Distribute bilingual School Calendar & Newsletter each month, announcement fliers in Chinese, Spanish and English to inform parents special events.

What is this title about? What is this about?

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Middle School 131 will:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.*
- *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards-three times a year, Progress Reports-three times a year.*
- *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may request a meeting with the teachers during weekly team meeting time, or by appointment.*
- *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open School Week in November to observe classes; class field trips, publishing parties, career day speaker, and participation during parent workshops.*
- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- *Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.*
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as*

possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.*

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;

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Making sure at least 60 minutes of reading is completed each day.*
- *Monitoring amount of television my child(ren) watch.*
- *Monitoring amount of time my child(ren) engaged on computer and/or in playing games*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*

- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups*
- *Serving on School Leadership Team to assist in improving the school quality.*

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.

We, as students, will share the responsibility to improve our academic achievement and achieve high academic and social emotional standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 60 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Respect myself and others and their properties.*
- *Support others in learning by sharing my own thinking and posing questions.*

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Yuet Chu	District 2	Borough Manhattan	School Number 131
School Name Dr Sun Yat sen Middle School 131			

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

Principal Phyllis Tam	Assistant Principal Alice Hernandez
Coach Careen Halton	Coach
ESL Teacher Ourania Pantazatos	Guidance Counselor Fung Chu Lee
Teacher/Subject Area Nicoleta Moulinos- ESL teacher	Parent Zhen Xie Chan
Teacher/Subject Area Susan Potoroka-ESL teacher	Parent Coordinator Kee Cheung
Related Service Provider Victor Zhou	Other
Network Leader Yuet Chu	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	8	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	6	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	1
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	563	Total Number of ELLs	257	ELLs as share of total student population (%)	45.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

4242aPart II ELLs Identification Process

1. At MS 131 families that arrive to register are met in the main office by the office staff, which orally interviews the parents and identifies the language spoken and where the child is coming from. The assistant principal, who speaks Spanish, and staff members, who speak Mandarin and Cantonese, will administer the Home Language Survey and interview the parents. This helps the assistant principal and staff to determine the primary language spoken at home by each parent. If there is no translator on the premises who speaks the home language, then the administrator will contact the Translation and Interpretation Unit. The parents are asked questions such as, how many years of education has your child completed in your country, how long will your child be in the United States, has your child ever attended a New York City public school, has your child completed all immunization requirements, what languages or dialects do you speak at home and who lives with the child? The home language is recorded on the Home Language Survey, the ATS admissions form and the blue emergency contact card. Our parents speak Mandarin, Cantonese, Toisanese, Fukienese and Spanish, all of which require written translation and oral interpretation. All school letters, messages and important documents are translated by school staff. All parent meetings, celebrations, school events and Parent-Teacher conferences provide translation. This information is shared with school staff in a google document.

Parents are then assisted in the completion of the paper work required for admission, while the child has an informal oral and written test administered by the assistant principal with a staff member to best determine the student's language abilities in English and in the home language. All forms are translated in the parents' native language. The school provides interpreters to translate the admissions process from beginning to end.

All students whose parents indicate that another language is spoken at home other than English is administered the Lab R and parents are informed in their native language beforehand. The Lab R is hand scored within ten days. Copies of the answer grids are kept until they appear on ATS. The parents are informed that their child is entitled to bilingual services. All letters are translated in the parents' native language.

An entitlement letter is sent to the parents indicating the Lab R score and inviting parents to an orientation. Parents are then asked to see the video online where they are informed of the different forms of bilingual education. There is an explanation of the options available at our school.

After parents have selected a program, the child is provided with a schedule and a starting date if all the paperwork (proof of address, birth certificate and /or passport, fiscal exam, transcript or report card) is provided. If all the necessary paperwork is not available, parents are to come back with the necessary documents and then the child is admitted.

The ATS reports along with the RLER and RLat reports are examined to determine which students must take the exam. The NYSESLAT exam in conjunction with the Lab R identifies the ELLs. The NYSESLAT is an ongoing running record of student

performance. The scores and levels are examined by the teachers to review for the test throughout the year and to plan for the units of study. Students in mainstream classes have an ESL class in addition to ELA. The exam is administered once a year in May by the ESL department. The teachers are Ourania Pantazatos, Nikoleta Moulinos, Careen Halton, Marci Perlow, Susan Potaroka, Shirley Yang and Susan Cheng. The parents are informed about all state exams, including the NYSESLAT, through letters translated in the home language, as well as PTO meetings and announcements on a bulletin board. Each part of the NYSESLAT is administered on a different day. The speaking part is administered to the students one by one by the ESL pedagogue. A CD player is provided for each class for the listening section. Pencils are provided for the listening, reading and writing sections.

2. In the admissions office at MS 131 the parents have an understanding that their child takes the Lab R because on the parent survey they indicated that their child speaks a language other than English. The parents watch the video that is provided by the Department of Education online in the parents' native language. The video explains the programs and their rights. The parents are given further information about the three programs that are available by the assistant principal with a staff member who speaks the parents' native language. The parents leave with an understanding that the Department of Education has three programs available. These programs are Transitional Bilingual, Dual Language and Freestanding ESL. The school staff explains the whole process to the parents. Translation is always provided from registration to orientation. This process is completed within ten days.

3. Parents fill out the Parent Survey and Program Selection form and select a program that they want their child to participate in. These forms are collected and the office staff keeps a record as they are returned. These running records are periodically referred to to open new classes and programs once there are 15 new students. Parents are then sent a placement letter indicating what program their child was placed in. Entitlement and placement letters are placed in the student cumulative record folders and in a compliance binder.

4. At MS 131 continued entitlement letters are mailed out to the parents. The criteria used to place a student that has just arrived and has been identified as an ELL is the Home Language Survey, the entitlement letter and the Parent Survey and Program Selection form. This is done by the assistant principal with a staff member who speaks the parents' home language. Parents are presented with the program options and given the choice of classes the student can attend. All letters are translated in the parents' native language. Staff members are available for further translation and assistance.

5. It has been our experience that parents of children, who are newly arrived from China, prefer the Transitional Bilingual Program. However, for students who have been in other American schools, parents prefer the Freestanding ESL model. The Parent Surveys are periodically looked at to adjust the programs.

6. Yes, our program models are aligned with parents requests. We currently are able to have both a Transitional Bilingual and Freestanding ESL program because of our large number of ELLs.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	257	Newcomers (ELLs receiving service 0-3 years)	209	Special Education	30
SIFE	59	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	15

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	143	34	0	1	0	0	0	0	0	144
Dual Language										0
ESL	63	11	0	35	1	0	15	2	0	113
Total	206	45	0	36	1	0	15	2	0	257

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							36	43	65					144
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French								0						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	36	43	65	0	0	0	0	144

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1						1
Chinese							30	44	38					112
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	30	45	38	0	0	0	0	113

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Part IV Programming

1a. We currently have more than one organizational model at MS 131. In the freestanding ESL and transitional bilingual programs we use the departmentalized model. In bilingual special education we are currently using the push-in model for our ELLs.

A. Programming and Scheduling Information

1b. In our freestanding ESL and transitional programs students travel together as a group and are grouped homogeneously. In our special education model students are self-contained and grouped heterogeneously.

2. All ESL classes are assigned two ESL teachers who divide the class into two groups to provide 8 periods of 45 minutes of instruction in ESL and ELA. ESL students receive content area instruction in English using ESL methodologies to support the students' learning of the content area.

All transitional bilingual classes are assigned two ESL licensed teachers and receive 8 periods of ESL instruction a week. All content area classes are taught by content area teachers with bilingual extensions using the language allocation percentages. Beginners and intermediate students receive 360 minutes a week in ESL, and advanced students receive 180 minutes in ESL and 180 minutes in ELA.

3. Students in the ESL freestanding program receive instruction in English in the content areas using scaffolding to support the understanding and development of the language. In social studies and science the teachers use graphic organizers, such as Venn diagrams, T-Charts, flow charts and webs. The students use the writing process to plan, draft and edit their work. Bilingual dictionaries and word study support the scaffolding strategies teachers use in the classroom. The teachers provide visual aids such as pictures, photographs, diagrams, charts, primary documents and videos. Sentence starters and modeling also play an important part in the everyday lessons and procedures. Teachers have also been trained in using reading in the content areas where students reading levels are shared by the ESL teachers, and workshops have been provided to help content area teachers understand the meaning and implications of these different abilities and levels. Teachers provide reading materials on different reading levels of the same content. Teachers front-load the new vocabulary before reading, reread and annotate while reading and summarize and respond after reading. In math, students work in groups and use manipulatives to understand the concepts. Students will summarize what they have learned and what they are struggling with at the end of a session. Students will use the sentence starters that are provided by the teacher to complete this closing assignment.

Students in the bilingual program receive instruction in Chinese in the content areas using the language allocation percentages recommended to support the understanding and development of the English language, while maintaining the Chinese language. Teachers have also been trained in using reading in the content areas where students reading levels are shared by the ESL teachers, and workshops have been provided to help content area teachers understand the meaning and implications these different ability levels have in the understanding of the content material.

4. In all bilingual classes students are tested in the language of instruction; students are offered the option of taking the test in English or having both, the English and the Chinese or Spanish test. These tests are requested by the content area teachers for their students and provided on the testing date. Students are assessed informally through their responses to texts and through journals. Students write in their native language and use English more and more. In the beginning it will be words then phrases and finally, whole sentences.

When the students arrive, they take a Chinese Language Arts assessment test. At the end of the school year the students take another formal Chinese Language Arts exam.

5a. Students with SIFE participate in extended day Tuesday through Thursday.

5b. All classes are divided into two ESL groups based on the data from the NYSESLAT, number of years in the country and teacher assessment. Using this information, the teachers meet and decide the appropriate groupings for the students. Students can also be changed during the school year if needed. All teachers use ESL methodologies embedded in a balanced literacy approach. Instructional practices include: shared reading, guided reading, read aloud, think aloud, independent reading, journal writing, writers' notebooks, read and retell, modeling, active listening and speaking, presentations and celebrations. The teachers use the Teacher's College Reading and Writing Workshop model. The teachers use a new assessment Reading A-Z to assess the students' reading level, which is aligned with the Fountas and Pinnell system, as well as, the Dolch word lists. Teachers use the data to put students into instructional groups. The data gets reviewed at least three times a year. Teachers use conferring notes to monitor their students' abilities and plan instruction. Teachers spend instructional time helping students with decoding and reading multisyllabic words. In addition, teachers work on fluency, sometimes through readers' theater. The teachers also give the students an informal writing assessment to determine how much of the writing process the students are familiar with and a pre-test on everyday vocabulary, which includes the classroom, days, months, family and colors. The teachers differentiate instruction by leveling their libraries, having books on tape, using flashcards, supplying picture dictionaries and bilingual dictionaries, labeling the room, displaying process charts, incorporating paired reading and turn and talk, providing sentence

A. Programming and Scheduling Information

starters, front-loading vocabulary, using word walls, using picture clues to make meaning, using graphic organizers, and modeling journal writing, pre-writing, drafting and editing. Students use their native language in their journal writing according to their level of proficiency. The teachers model and practice the before, during and after reading strategies. The ESL department has developed a curriculum for newcomers, one for beginners, one for intermediate and one for advanced students. They are aligned to the ELA curriculum of the school to best support the transition of students exiting the program.

5c. During the school day, the teachers provide differentiated instruction to the students who have been in the school system for 4 to 6 years. The students are provided with a balanced literacy program. They experience independent reading, shared reading, guided reading and read alouds. The teachers use this model along with the Teachers College Reading and Writing project. Pedagogues use texts on different reading levels that include fiction and non fiction. The classroom libraries are supplied with books on different levels and genres. Writing tools are also provided such as thesauruses and bilingual dictionaries. Teachers model the before, during and after reading strategies and students practice them in pairs and in groups. Students apply the following strategies as they read: activating prior knowledge, predicting, making connections, visualizing, asking questions, inferring, determining importance, synthesizing, and monitoring their comprehension. Teachers scaffold instruction in various ways. They use graphic organizers, such as T-Charts, Venn diagrams, webs, flow charts and story boards. Text coding, or annotating, with post-its and studying vocabulary in context is also practiced regularly. "Fix-up" strategies, rereading and fluency are stressed and revisited throughout all units of study. Checklists and rubrics are provided with every unit of study. Students are provided time to rehearse for oral presentations with a partner or in groups. In the afterschool program we have developed a reading plan for students that are long term ELL and that have been receiving ESL services for 4 to 6 years using Wilson Just Words. This intervention program primarily focuses on reading and writing. The participants are long-term English language learners who have been in the country for four years or more. This program focuses on the basics in reading and spelling for older students. It gives students with word-level deficits and problems with fluency the opportunity to become independent readers. These students, in the seventh and eighth grades, are performing below grade level in decoding and encoding. They will be able to analyze the structure of English words and apply these strategies when they read and spell. Newcomers are working on a special Chinese Immigration Program where students practice the oral interviews with Senior citizens from the community and create videos of their interviews. The participants are beginner and intermediate ESL students in the 7th and 8th grades, who work with two experienced licensed bilingual teachers. The language used in this program is primarily English with some Chinese translation. The program's essential question is "How did the Chinese influence American culture?" ESL methodologies along with a balanced literacy approach are implemented in this program. The teachers help the students with their reading, writing, listening and speaking skills, while at the same time, learn the history of the Chinese in America and the history of New York City's Chinatown and other communities that surround the area to increase their awareness of the diverse cultures in America.

Throughout the course, students analyze Chinatown's history and compare and contrast its culture to other cultures. Students also learn about famous Chinese Americans and their contributions to American society. They also celebrate Chinese New Year and the Autumn Moon Festival with books, photographs, videos, trips and speakers to enhance their learning.

This year the students will participate in two projects. For the Oral History Project the participants will visit the Senior Citizen's Center at 70 Mulberry Street in Chinatown. The students will draft "fat" questions to ask the seniors, interview the seniors, take notes, organize their notes on graphic organizers, draft, revise, peer revise, edit and publish biographies about the seniors. The second project will be the Sun Yat Sen history project, where students will research the life of Sun Yat Sen, his accomplishments, his beliefs in democracy, and his dedication to free China, and how his legacy still inspires people today.

6.

7. Our ELLs with disabilities are mainstreamed for arts, physical education, enrichment and advisory where they share the same curriculum as the general education population. In these classes the students work in partnerships and in groups. There is a collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving brunch, awards ceremonies, high school fairs,

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
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.				

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 ESL department has developed a curriculum for newcomers, one for beginners, one for intermediate and one for advanced students and has aligned their curriculum to the ELA curriculum of the school to best support the transition of students exiting the program. In the afterschool program we have developed a reading plan for students that are long term ELL and that have been receiving ESL services for 4 to 6 years using Wilson Just Words. Newcomers are working on a special Chinese Immigration Program where students practice the oral interviews with Senior citizens from the community and create videos of their interviews.

In mathematics, classes are scheduled simultaneously so that math teachers can move students from classes to ensure they are working with their level peers. For example two sixth grade bilingual classes have math with two bilingual math teachers during the same period.

Students are tested on fractions, and students who score high will be grouped with teacher A and students who score lower will be placed with teacher B. In social studies and science, teachers work with students one-on-one and in small groups, as well as pairing students up to help each other when the teacher is assessing. At team meeting, teachers discuss, assess and evaluate student work using D.I.E.T (describe, interpret, evaluate, teach), which is a process to help assess students' work. If the team comes to the conclusion that a student needs more intervention, a PPT form is completed by the team. It is then reviewed by the PPT team and a decision is made for further intervention.

9. Students that are ELLs are provided with testing accommodations for state tests. All teachers are informed of their status and accommodations before testing.

10. We are planning on training some of our ESL teachers with the Wilson program to help our ELLs that are struggling readers, and our ELLs with disabilities. We will also maintain and improve our units through the integration of formative assessments and the use of data to drive our instruction.

11. As of now we do not plan to discontinue any services.

12a. Our ELLs represent approximately 63% of our school population. They fully participate in the programs the school provides. The ELLs take part in all school events, assemblies, and celebrations. There are Halloween, Thanksgiving and Chinese New Year celebrations, as well as, field day and trips, such as, the senior trip in June. The students belong to the student government and peer mediation. All correspondence letters and announcements are translated for the students and the parents.

12b. ELL partake in the SES program on Tuesdays and Thursdays, which is Learn It. They attend the ESL classes in the Century 21 YMCA program every Wednesday. Students have joined the handball afterschool program on Wednesdays. Students who will take the ELA exam have extended day. Students in the beginners and intermediate levels participate in the afterschool Chinese Immigration Program on Tuesdays and Thursdays. Students who have been here 4 to 6 years participate in the Just Words program by Wilson. Other students will participate in the cooking club and base guitar programs. These are all supplemental programs for our ELL students to use their English in other settings and disciplines.

13. All ELLs have full access to technology in all their classes where computer charts are available, and smart boards are in every classroom. Students use the laptops to research non fiction topics, as well as, to type their final drafts. Some students use google translate for individual words. All ESL teachers have a leveled libraries and for afterschool book clubs, leveled books are provided to support the ELLs' reading levels. In the content areas teachers are provided with dictionaries and content area books for classroom libraries. The teacher usually reads aloud the text as a shared reading experience. The goal is for the studnets to hear the language and make connections to the written words and phrases. Students then have the opportunity to practice reading strategies and responses.

14. Native language support is delivered through our Chinese Language Arts class, and in bilingual classes Chinese is used in the content areas to deliver instruction using the percentages suggested by the department of education.
15. Yes, services are not only age appropriate for our junior high school kids but also language appropriate. Support services staff is bilingual and has many years of experience working with ELLs.
16. Students and parents are offered an orientation in both languages. Invitation letters that are sent home are in both languages. Incoming students have the opportunity to go on a tour of the building with a staff member. New students will also be paired up with a student in there class who will explain the schedule and who will walk them around the building to important destinations. The students will also receive a planner that is in Chinese. This planner explains important rules and regulations, as well as, important tips on how to succeed at MS 131. Some examples are the getting organized, ready to learn, text coding and SEEK (how to write a strong and clear paragraph).
17. In the past we tried offering Spanish to ELL students but got little to no enrollment. Currently we only offer Chinese as an elective class.

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)?

N/A

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.

Part D Professional Development and Support for School Staff

1. At MS 131 all ESL teachers meet once a week. This year the focus is on the development of the ESL units, formative assessment, implementation and evaluation of the reading A-Z program and using data to drive instruction. Our content area bilingual teachers will be receiving going training on the use of reading in the content areas, scaffolding for ELLs and using data to drive the instruction. Staff will receive training in scaffolding reading in the content areas with Laura Robb, a reading specialist. All staff will receive scaffolding strategies for reading and using data to drive instruction.
2. ELLs transitioning into high school are provided with support through the advisory curriculum design to support students through this process. All advisory teachers are provided with a copy of the curriculum at the beginning of the school year. Students are also provided with a bilingual counselor and social worker that meet with them to support this process.
3. Staff will receive training in scaffolding reading in the content areas with Laura Robb, a reading specialist. All staff will receive scaffolding strategies for reading and using data to drive instruction.

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?

Part E Parental Involvement

1. MS 131 has a fully functional bilingual parent association that meets every first Thursday of the month. Our bilingual parent coordinator mails home a monthly Parent Newsletter to keep parents informed of all events and meetings. We have an automated phone service that informs parents about absences in extended day as well as the regular day, school closings and Parent-Teacher conferences in both languages. We also hold a High School Fair for our 7th and 8th grade parents with bilingual translations. We have a Meet the Teachers night at the beginning of the year, where teachers in all grades present the curriculum in both languages.
2. Yes, the partnership with Health Plus helps newcomers with their medical insurance and with medical check-ups for their children. Our parent coordinator also distributes the SES forms and is available for translation. The YMCA supports our parents with many programs as well. The New American program by the YMCA offers beginners, intermediate and advanced ESL class, Conversational English, computers, and citizenship classes.
3. The parent association and parent coordinator survey the needs of the parents and communicate with the principal. The DOE parent surveys are reviewed to evaluate the needs of our parents. The parent coordinator attends PTO meetings for translation. The parent coordinator helps teachers, who do not speak the parents' languages, contact the parents for various reasons, such as student performance. The guidance counselor also attends meetings and is available for translation.
4. One example is our yearly high school fair which services our bilingual parents, who are working and can't be visiting the different high school in the city to help their children in the selection of an appropriate high school. Parents are invited to participate in our Thanksgiving celebrations. They are also invited to our music performances and dance performances. All correspondences are translated.

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)							26	23	44					93
Intermediate(I)							14	20	20					54
Advanced (A)							16	20	27					63
Total	0	0	0	0	0	0	56	63	91	0	0	0	0	210

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							15	7	7				
	I							20	30	46				
	A							15	24	27				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							6	4	16				
	B							26	24	49				
	I							13	20	20				
	A							15	19	26				
	P							2	2	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	7	1	0	17
7	44	8	0	0	52
8	50	21	0	0	71
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	2	3	8	10	17	3	7	51
7	2	6	7	15	3	18	0	10	61
8	3	4	8	17	2	22	0	36	92
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	9	19	39	18	50	6	3	148
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	34	38	39	12				

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Part B After reviewing the data

1. Our ESL teachers use the Reading A- Z program to assess students reading levels, which aligns with the Fountas and Pinnell reading levels. These running records help the teachers assess the students' non fiction independent reading levels. This information is shared with the content area teachers. Students are informed of their reading levels and know how to pick appropriate reading materials. This information helps provide necessary interventions and differentiated instruction. (we are currently in the process of gathering the data for all ELLs in our school)

2. As we studied the NYSESLAT results for our school we found:

In the 6th grade regular education, 14 students all at the advanced level and 5 students in 608 (Special Education self contain class)of which 3 have been taking the test 6 and 7 years.

In the 7th grade regular education, 11 students all but one at the advanced level .

In the 8th grade regular education, 9 students all but one at the advanced level and 4 students in 808 (Special Education self contain class) three are advanced and one intermediate.

Students that have taken the NYSESLAT 4 years or more and are in bilingual classes:

6th grade 0 students

7th grade 4 students

8th grade 7 students

Students that have taken the NYSESLAT 3 years and are in bilingual education

6th grade 0 students

7th grade 5 students

8th grade 9 students

3. Students that are in the regular education classes but are still ELLs will receive ESL pull out services. ELLs in the self contain will receive push in services with a focus on improving their language development through listening, speaking, reading and writing. Students in ESL and bilingual education will receive additional support in listening and writing, which show to be the areas they are most struggling with.

4. (do not have the data)
5. N/A
6. Our students are testing using formative assessments to best determine their success.

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: Dr Sun Yat Sen MS 131

School DBN: 02m131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Tam	Principal		11/27/11
Alice Hernandez	Assistant Principal		11/27/11
Kee Cheung	Parent Coordinator		11/27/11
Ourania Pantazatos	ESL Teacher		11/27/11
Zhen Xie Chan	Parent		11/27/11
Susan Potoroka	Teacher/Subject Area		11/27/11
Nikoleta Moulinos	Teacher/Subject Area		11/27/11
Careen Halton	Coach		11/27/11
	Coach		11/27/11
Fung Chu Lee	Guidance Counselor		11/27/11
Yuet Chu	Network Leader		11/27/11
	Other		
	Other		
	Other		

School Name: Dr Sun Yat Sen MS 131

School DBN: 02m131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M131 School Name: MS 131

Cluster: 1 Network: Yuet Chu

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.

At MS 131 families that arrive to register are met in the main office by the office staff, which orally interviews the parents and identifies the language spoken and where the child is coming from. The assistant principal, who speaks Spanish, and staff members, who speak Mandarin and Cantonese, will administer the Home Language Survey and interview the parents. This helps the assistant principal and staff to determine the primary language spoken at home by each parent. If there is no translator on the premises who speaks the home language, then the administrator will contact the Translation and Interpretation Unit. The parents are asked questions such as, how many years of education has your child completed in your country, how long will your child be in the United States, has your child ever attended a New York City public school, has your child completed all immunization requirements, what languages or dialects do you speak at home and who lives with the child? The home language is recorded on the Home Language Survey, the ATS admissions form and the blue emergency contact card. Our parents speak Mandarin, Cantonese, Toisanese, Fukienese and Spanish, all of which require written translation and oral interpretation. All school letters, messages and important documents are translated by school staff. All parent meetings, celebrations, school events and Parent-Teacher conferences provide translation. This information is shared with school staff in a google document.

Parents are then assisted in the completion of the paper work required for admission, while the child has an informal oral and written test administered by the assistant principal with a staff member to best determine the student's language abilities in English and in the home language. All forms are translated in the parents' native language. The school provides interpreters to translate the admissions process from beginning to end.

All students whose parents indicate that another language is spoken at home other than English is administered the Lab R and parents are informed in their native language beforehand. The Lab R is hand scored within ten days. Copies of the answer grids are kept until they appear on ATS. The parents are informed that their child is entitled to bilingual services. All letters are translated in the parents' native language. An entitlement letter is sent to the parents indicating the Lab R score and inviting parents to an orientation. Parents are then asked to see the

video online where they are informed of the different forms of bilingual education. There is an explanation of the options available at our school.

After parents have selected a program, the child is provided with a schedule and a starting date if all the paperwork (proof of address, birth certificate and /or passport, fiscal exam, transcript or report card) is provided. If all the necessary paperwork is not available, parents are to come back with the necessary documents and then the child is admitted.

The ATS reports along with the RLER and RLat reports are examined to determine which students must take the exam. The NYSESLAT exam in conjunction with the Lab R identifies the ELLs. The NYSESLAT is an ongoing running record of student performance. The scores and levels are examined by the teachers to review for the test throughout the year and to plan for the units of study. Students in mainstream classes have an ESL class in addition to ELA. The exam is administered once a year in May by the ESL department. The teachers are Ourania Pantazatos, Nikoleta Moulinos, Careen Halton, Marci Perlow, Susan Potaroka, Shirley Yang and Susan Cheng. The parents are informed about all state exams, including the NYSESLAT, through letters translated in the home language, as well as PTO meetings and announcements on a bulletin board. Each part of the NYSESLAT is administered on a different day. The speaking part is administered to the students one by one by the ESL pedagogue. A CD player is provided for each class for the listening section. Pencils are provided for the listening, reading and writing sections.

Home Language Surveys, discussions during student registrations, parent interviews, team meetings with parents, Parent Association meetings, and weekly meetings with our parent coordinator indicated that our parents needed written translation in Chinese or Spanish.

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.

From the surveys, meetings, and interviews we found that 90% of our parents needed written translation in Chinese or Spanish. The findings were reported at the faculty and staff meetings, at Parent Association meetings and to the parent coordinator.

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.

When letters are sent to the school population, the letters will have English on one side and Chinese on the other. These letters/announcements are distributed at the same time. The letters/announcements are translated by two in-house teachers. The following communications to families are:

- Monthly calendar of school events
- Monthly Parent newsletter
- Student planner
- Student progress reports and report cards,
- Promotional policies & accountability
- Discipline policies
- PA notifications for meetings, workshops, conferences
- High school articulation/applications
- Sixth grade orientation brochures
- NCLB mandated communications

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.

In-school oral interpretation services will:

- Enhance parents' understanding of academic standards, assessments, and promotional policies.
- Increase parent participation in school activities such as Parent Teacher Conferences, team meetings, Parent Association meetings
- Parent Workshops

These oral interpretation services will be provided by in-house staff, or volunteers.

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>.

- The school will send “backpack” a letter to inform families regarding language assistance services that are available at the school. Also, letters will be distributed at the first PA meeting in September and grade orientation meetings in September. The Parent Coordinator will have a supply of these letters in her office.
- There is a bulletin board near the main entrance of the school indicating where parents can go to receive language assistance services.
- The safety plan will contain procedures for reaching the school’s administrative offices for translations.
- If more than 10% of the families do not speak a covered language, assistance will be obtained from the Translation Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Dr Sun Yat Sen MS 131	DBN: 02M131
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 69
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

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 beginning, intermediate, and advanced bilingual/ESL classes from grade 6, 7 and 8 have been programmed to allow small group instruction where the ESL methodologies are embedded in a balanced literacy approach. Instructional practices include: shared reading, guided reading, read aloud, independent reading, journal writing, writers' notebooks, read and retell, modeling, active listening and speaking, presentations and celebrations. These instructional practices are implemented during small group instruction in ESL using theme studies as well as in content areas such as math, science, social studies and ELA.

Based on the NYSESLAT, English Language Learners from beginning to advanced levels in English language learning are provided with an after school program for supplemental support.

The first program "The History of Chinese American" will be held twice a week on Tuesdays and Thursdays from 3:30 to 5:30pm, for 30 weeks and services twenty five students. The History of Chinese American will have two teachers running the program, and begins on October 9th, 2012 and will run through May 16th, 2013. The last two sessions of the History of Chinese American program parents and friends will be invited to participate in the exhibit of student work. Students will present their work and talk about their experiences in the program.

The second program "Just Words" begins on October 29th, 2012 and will continue through June 5th, 2012. This program will run for 30 weeks. There will be two session; one will be on Tuesdays and Thursdays taught by Ms Susan Cheng certified ESL teacher, and the other will be on Mondays and Wednesdays and will be taught by Ms Ourania Pantazatos also a certified ESL teacher. Each session will run from 3:30-5:30.

The third program will be the Cooking Club. This program will begin from October 9th 2012 until May 16th 2012 for a total of 30 sessions. The sessions will be on Tuesdays and Thursdays from 3:30-5:30 and be taught by Ms Susan Cheng an ESL certified ESL teacher.

Twenty-five English language learners will participate in the History of Chinese American Program. The participants are beginner and intermediate ESL students in the 7th and 8th grade. The teachers will be two experienced licensed bilingual teachers, May Ling and Erica Wang. The language used in this program is primarily English with some Chinese translation. The program's essential question is "How did the Chinese influence American culture?" ESL methodologies along with a balanced literacy approach are implemented in this program. The teachers help the students with their reading, writing, listening and speaking skills, while at the same time, learn the history of the Chinese in America and the

Part B: Direct Instruction Supplemental Program Information

history of New York City's Chinatown and other communities that surround the area to increase their awareness of the diverse cultures in America.

Throughout the course, students analyze Chinatown's history and compare and contrast its culture to other cultures. Students also learn about famous Chinese Americans and their contributions to American society. They also celebrate Chinese New Year and the Autumn Moon Festival with books, photographs, videos, trips and speakers to enhance their learning.

This year the students will participate in two projects. For the Oral History Project the participants will visit the Senior Citizen's Center at 70 Mulberry Street in Chinatown. The students will create the questions to ask the seniors, interview the seniors, take notes, organize their notes on graphic organizers, draft, revise, peer revise, edit and publish biographies about the seniors. The second project will be the Sun Yat Sen history project, where students will research the life of Sun Yat Sen, his accomplishments, his beliefs in democracy, and his dedication to free China, and how his legacy still inspires people today.

The second program composed of twenty English Language Learners who will participate in the Wilson Just Words program. This is an intervention program primarily focuses on reading and writing. The participants are long-term English language learners who have been in the country for two years or more and are still at the beginners' level on the NYSESLAT and 1s on the ELA state test. This program focuses on the basics in reading and spelling for older students. It gives students with word-level deficits and problems with fluency the opportunity to become independent readers. The students are seventh and eighth grades, are performing below grade level in decoding and encoding. They will be able to analyze the structure of English words and apply these strategies when they read and spell. This after school program will enable student to excel in reading strategies, test taking skills and the writing process. The materials will be purchased from Wilson Language Training Corporation. The ESL teachers have been trained in Wilson's Just Words reading Program.

The Cooking Club provides our English Language Learners with the opportunity to study world cultures, learn basic cooking skills and develop their English language skills in a fun and interactive setting. Students will explore foods from around the world through tasting and cooking activities, foster an appreciation for other cultures, read and follow a recipe using measuring and calculation of measurements, learn basic cooking skills, prepare simple dishes in the classroom kitchen, work collaboratively to complete cooking activities, and develop their listening speaking reading and writing English language skills. Students will be reading and revising recipes and collecting the recipes to create their own cook books. Twelve students can be accommodated in the kitchen at one time. The 30 sessions will be divided into two semesters to accommodate twelve students each, servicing a total of 24 students.

Part C: Professional Development

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:

The teachers in the History of Chinese in America Project will meet with Ms Hernandez, AP for Professional Development. These teachers will engage as a study group by reading two professional texts: Engaging Readers and Writers with Inquiry by Jeffrey D. Wilhelm and Scaffolding Language, Scaffolding Learning by Pauline Gibbons. The purpose of this study group is to support the study of students' work and to produce a collection of sample lessons as a resource for teachers working with students with similar needs. Teachers will meet once a week from October to May 2013 from 3:30-4:30pm, a total of 30 hours.

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:

Parents will be invited to participate from the trips the students will be taking as they study History of Chinese Americans. There are six trips scheduled, to visit different communities of immigrant groups to America and learn about their foods, history and culture. Students will visit Chinatown, Little Italy, Spanish Harlem, Korean Town, Williams bridge and Harlem. These trips take place from 3:30-5:30 pm and will be monthly. An invitation will be send home in both languages inviting parents to participate.

Parents will also be invited to the culminating activities which will take place from May 14th and 16th, 2013 from 3:30-5:30pm, where students will be presenting their accomplishments in this program.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	<input data-bbox="537 978 602 1010" type="text" value="???"/>	
Travel		
Other		
TOTAL	\$	