



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SHUANG WEN SCHOOL  
**DBN (i.e. 01M001):** 01M184  
**Principal:** IRIS Y. CHIU  
**Principal Email:** ICHIU@SCHOOLS.NYC.GOV  
**Superintendent:** DANIELLA PHILLIPS  
**Network Leader:** LUCIUS YOUNG

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Iris Y. Chiu	*Principal or Designee	
Barbara McClung	*UFT Chapter Leader or Designee	
Larry Berkowitz	*PA/PTA President or Designated Co-President	
Gloria Marquez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fu Mei Cheung	CBO Representative, if applicable	
Karen Poeppel	Member/ Parent	
Lisa Jones	Member/ Parent	
Skye Stein	Member/ Parent	
Gerard Linton	Member/ Parent	
Helen Chen	Member/ Parent	
Steve Gladden	Member/ Staff	
Yvonne Chin	Member/ Staff	
Mee Kwong	Member/ Staff	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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.

By June 2014, 100% of students in Grades Pre-K to 3 will receive Common Core aligned content areas instruction in two-way total immersion dual language program in Mandarin Chinese and English, with 50% of the instructional time in both target languages.

### **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.

After two years of developing the two-way total immersion dual language program following our school mission and vision, we continue to work with the Shuang Wen School community to grow our dual language program to the 3<sup>rd</sup> grade, incorporating at least 50% of instructional time in Chinese culture and content subject areas with academic language development in both Chinese and English in all classes from Pre-K to the 3<sup>rd</sup> grade.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Pre-K, Kindergarten, and the 1<sup>st</sup> grade classes implement a self-contained, half-day, roller coaster model of 50/50 Chinese and English dual language program. The 2<sup>nd</sup> grade and 3<sup>rd</sup> grades classes implement the side-by-side, alternating day, Chinese English Dual Language model.
2. Provide additional professional development training opportunities for the dual language teaching staff. Alliance with other schools with Chinese English Dual Language programs; arrange inter-visitations with other schools for collaboration of planning and learning effective teaching strategies when implementing the dual language curriculum.
3. Create PD plans through the efforts contributed from the Dual Language, ESL/RTI and Professional Development school committees and from teachers who are involved in planning and implementing the Dual Language program, as well as the evaluation of the effectiveness of the program. Teachers are released from their teaching assignments as a team on monthly basis to plan, discuss, visit other schools, and/or attend Professional Development to enhance their effectiveness of curriculum and lesson planning / implementation.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. For item A.1, and A.3 all teachers in Dual Language Committee, which meet and discuss the curriculum and PD implementation on regular/monthly basis.
2. For items A.2, school administrators and Office of OELL

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Baseline assessments – NYC Performance Assessments (Writing Prompts)
2. Schoolnet Interim Assessment
3. End of unit Performance Assessments
4. Collaborative Analysis of Assessments folders and data
5. New York State Standardized Exams

#### **D. Timeline for implementation and completion including start and end dates**

1. For all items in Goal #1, September 2013 to June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School wide Common Planning time two days a week.
2. Grade wide Common Prep periods during the week.
3. Monthly planning day for all Dual Language Classroom Teachers
4. Periodical Professional Developments in Common Core Curriculum and other Professional topics, such as RTI and ESL

### **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).**

- Provide parent workshops and resources to have better understanding of the Common Core Curriculum.
- Provide information and assist parents to have understanding of the dual language program curriculum and developmental concepts via parent workshop and curriculum night.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By June 2014, 100% of the classes will implement Common Core Standards-aligned Core Curriculum in both ELA and Math with support from Response to Interventions (RTI) and Universal Design for Learning (UDL). By June 2014, at least 98% of teachers will receive training in Teacher Effectiveness and have an understanding of the rubric from Charlotte Danielson's Framework for Effective Teaching, which will be used for teacher's evaluation and development

**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 analysis of students' work samples, assessment data and the performance of growing ELL and special education student population, especially in the testing grades, we realized the need to use assessment data and student's works as the evidences for instructional shifts and implementation of various instructional strategies. We will focus on increasing the level of rigor in student activities in the classrooms, targeting development of all students, especially those performing in the lowest third in all subject areas, to meet the Citywide Academic Expectations 2013-2014 and the Common Core Learning Standards through active discussion, oral presentation and interaction amongst students and targeted, differentiated, learning groups.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Students will complete the end of unit performance tasks in the new Common Core Curriculum in all core subject areas which require students to present their work through oral presentation and essay writing.
2. Staff will implement curriculum using ATLAS online planning software to plan their unit plans, assessments and curriculum which is aligned with Common Core Learning Standards.
3. Teachers will analyze and understand the strength and weakness of individual student's learning via strategies and plans identified through Collaborative Analysis of Students Learning Portfolios (CASL). Monthly grade team meetings are scheduled to set learning goals for students as well as implementing differentiated strategies to address different student's learning needs.
4. Teachers will review the results of students' progress via NYC Performance Assessments, periodic interim assessments and F&P literacy assessments to adjust and monitor student's goals and classroom strategies.(RTI & UDL)
5. At the conclusion of every unit of study, students will prepare an oral presentation about their findings/learning. Students are required to present performance tasks at the end of unit in each core subject areas according to the Common Core Curriculum. The timeline of implementation will spread out through the year, aligning with the grade-wide curriculum maps on ATLAS.
6. Monthly professional development in Teacher Effectiveness will be provided during monthly faculty conferences.

**B. Key personnel and other resources used to implement each strategy/activity**

1. For all items in Goal #2.A: All classroom teachers, Assistant Principals, and the Literacy Coach

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

**For all items in Goal #2, the targets will vary based on the teacher's assessment and student's individual needs:**

1. Teachers will analyze and understand the strength and weakness of individual student's learning via strategies and plans identified through Collaborative Analysis of Students Learning Portfolios (CASL). Monthly grade team meetings are scheduled to set learning goals for students as well as implementing differentiated strategies to address different student's learning needs.
2. Teachers will review the results of students' progress via NYC Performance Assessment, periodic interim assessments and F&P literacy assessments to adjust and monitor student's goals and classroom strategies.(UDL)

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- For all items in Goal #2, the following resources and support will be provided:
1. School wide Common Planning time two days a week.
  2. Grade wide Common Prep periods during the week.
  3. Monthly planning day for all Dual Language Classroom Teachers
  4. Periodical Professional Developments in Common Core Curriculum and other Professional topics, such as RTI and ESL

**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).
- o Quarterly Parent Workshop regarding various educational topics and strategies
  - o Monthly Parent Newsletter sharing parenting techniques and strategies
  - o ESL class for parents of English Language Learners to help them learn English in order to support their children's academic progress
  - o Publishing parties for parents at the end of learning unit where they can observe their children present their performance tasks through oral presentations.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Selected to be one of the 5 schools in the city to receive training and resources to implement Lexia Reading RTI program. This program will be used to monitor and track students' reading proficiency in the selected 2<sup>nd</sup> grade classes, which pilot the software and program with OELL in DoE.

**Goal and Action Plan #3**

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.

By June 2014, at least 90% of teachers will receive training in Social Emotional Learning, and at least 85% of classes will implement the 4R curriculum and PBIS to support the social/emotional and academic growth of students with disabilities in their least restrictive environment, with the collaboration of the school community

**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 increasing number of special education students and growing number of referrals for guidance and social emotional issues, we realized it is important to have a school wide Positive Behavior Intervention System (PBIS) with a sound social emotional learning program. This social emotional learning program will be the foundation of our sustainable academic growth.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers received professional development in conflict resolutions, class community meeting for social emotional learning, and morningside Social Emotional Learning Program
2. Contracted Morningside Center to provide professional development and coaching for the implementation of the 4R (Reading, Writing, Respect, and Responsibilities) Curriculum across all grades

3. Establish Deans positions and Behavior Intervention System during the lunch recess to enforce Social Emotional learning and positive behavior education.
- B. Key personnel and other resources used to implement each strategy/activity**
- All Classroom Teachers
  - Morningside Center Coach
  - Deans
  - Guidance Counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Classroom surveys
  - Student surveys
  - School Cultural surveys
- D. Timeline for implementation and completion including start and end dates**
- September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Weekly Class Community Meeting time
  - Monthly Teacher Common Planning time for 4R curriculum and morningside social emotional learning
  - Classroom support from Morningside coach
  - Saturday Professional Development Session for teachers regarding 4R curriculum

**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).

- Quarterly Parent Workshop regarding social emotional learning and strategies
- Monthly Parent Newsletter sharing parenting techniques and strategies

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Grant from Morningside Center "Smart Leaders Program"

**Goal and Action Plan #4**

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.

By June 2014, 80% of students would have

- Received instruction in building community citizenship among students, families and personnel.
- Implemented programs that improve communication and parent involvement throughout the school community.

By June 2014, we will improve at least 10% in the lowest survey category of the 2012-2013 School Learning Environment survey for the next school year.

**Comprehensive Needs Assessment**

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

Communication across the school community is a challenge as our school is going through transitional phase in the recent years. In the 2012-2013 School Survey, the school received a "C" in school learning environment survey. We need to improve at least 10% in the lowest performing survey category, such as the category for "Academic Expectations" and "Engagement".

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- a) Engage school staff in open discourse and planning through Committee and Grade Team Meeting on weekly basis.
- b) Daily morning announcement conducted by students: Every student in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classes will have the opportunity to make the announcement over the PA system, either in English or Mandarin Chinese.
- c) Contracting a DOE approved non-profit organization, Learning Leaders, to train and organize parent volunteers to actively engage in school various activities.
- d) Implementation of School Messenger automatic system, and continue publishing Monthly Parent Newsletter and holding Parent Workshop to inform, educate and engage parents with their children’s education.
- e) Continue publishing Dual Language Newsletters, documenting and informing parents and school community the progress of Two-way Immersion Dual Language Program.
- f) Frequent publishing parties and performance task presentations at the end of learning units.
- g) Weekly grade-wide team meetings and committee meetings on various school governing issues.
- h) Monthly committee meetings with parents and staff regarding school governing issues.
- i) Partnerships with Community based organizations: SWAN (Shuang Wen Academic Network), Charles B. Wang Community Health Center and NY Cares.
- j) Increase the training and awareness in anti-bullying and anti-defamation training via “Respect for All” and Conflict Resolution workshops and the following:
  - 1. Morningside 4Rs Curriculum and Professional Development Program.
  - 2. Middle School Advisory – weekly meetings to support academic, social and emotional needs.
  - 3. Chat and Chew – Reflections and Feedback across the grades vertically and horizontally.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1. Parent Coordinator, Community Assistants, all classroom teachers, SLT and PTA Executive Board members

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1. Improve 10% in the categories of “Academic Expectation” and “Engagement” in School Environment Survey

**D. Timeline for implementation and completion including start and end dates**

- 1. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Parent workshops and training with Learning Leaders
- 2. Parent workshops with Guidance Counselors and other affiliated non-profit organizations.
- 3. Monthly Teacher Common Planning time for 4R curriculum and morningside social emotional learning
- 4. Classroom support from Morningside coach
- 5. Saturday Professional Development Session for teachers regarding 4R curriculum

***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).

- o Parent workshops and training with Learning Leaders
- o Parent workshops with Guidance Counselors and other affiliated non-profit organizations.

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

**Goal and Action Plan #5**

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 #5**

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

***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.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• RTI (Response to Intervention) Program School-wide</li> <li>• Early morning Reading Program for 3rd grade (Reading to Learn)</li> <li>• Saturday Reading Empowered program for 1<sup>st</sup> and 2<sup>nd</sup> grade students</li> <li>• Saturday English for Excellence Club for 3<sup>rd</sup> grade ELL students</li> <li>• Saturday Program for 1<sup>st</sup> and 2<sup>nd</sup> grade ELLs</li> <li>• After school/ Saturday program for ELLs (Title III)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group (less than 10 students) instruction</li> <li>• One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time before school</li> <li>• Saturday Academy</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Math Tutoring Groups</li> <li>• Math Problem Solving Group</li> <li>• Math Games for 2<sup>nd</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group (less than 10 students) instruction</li> <li>• One-to-one tutoring</li> </ul>	Extended time before school
<b>Science</b>	<ul style="list-style-type: none"> <li>• Extended Time Science Tutoring</li> <li>• Science Language/Inquiry Group</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group (less than 10 students) instruction</li> <li>• One-to-one tutoring</li> </ul>	Extended time before school
<b>Social Studies</b>	<p><b>Incorporate with ELA</b></p> <ul style="list-style-type: none"> <li>• RTI (Response to Intervention) Program School-wide</li> <li>• Reading to Learn Program for</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group (less than 10 students) instruction</li> <li>• One-to-one tutoring</li> </ul>	Extended time before school

	5 <sup>th</sup> grade		
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<ul style="list-style-type: none"> <li>• At-risk Guidance Counseling provided by Guidance Counselor</li> <li>• Mandated Counseling provided by Guidance Counselor</li> <li>• At-risk Counseling provided by Social Worker</li> <li>• Mandated Counseling provided by Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group (less than 10 students) instruction</li> <li>• One-to-one tutoring</li> </ul>	<p>Extended time before school</p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>○ Continue to reach out to the major universities and colleges that offer teacher preparation program in either Common Branch with Chinese extension, or Chinese Language program in search of possible candidates.</li> <li>○ Continue to participate in the DOE job fairs and reach out to potential candidates.</li> <li>○ Continue to host student teaching and internship opportunities for college students pursuing their teaching credentials with schools of education.</li> <li>○ Continue to provide higher education opportunities or scholarship information to current staff to help them acquire higher education certification or degrees.</li> <li>○ Continue to invite potential candidates to come in for interview and demo lessons, evaluated and interviewed by the Hiring Committee.</li> <li>○ Recommend teachers for Federal and State subsidies Graduate School Programs in ESL, Dual Language/Bilingual Education and Teacher Leadership Programs, sponsored by various higher education institutes.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Provide resources and Professional Developments both inside and outside of school for all school stakeholders regarding Common Core State Standards

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Provide resources and PD to staff in charge of all the Federal, State and local funded programs, and allocate appropriate funding for successful implementation throughout the year.

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We have implemented the new Work Sampling System (WSS) Assessment program for both Pre-K classes. WSS is a formative, performance-based assessment offered free of charge by the Office of Early Childhood Education. WSS provides teachers with a systematic way to collect student work and observation notes, and to use this information to evaluate student performance and progress across several developmental domains. WSS is one of the approved authentic assessment tools for Universal Pre-K (UPK). Teachers use the assessment to provide additional support and information for parents to prepare their children early intervention services and/or Kindergarten Common Core Curriculum.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We have implemented the new Work Sampling System (WSS) Assessment program for both Pre-K classes. WSS is a

formative, performance-based assessment offered free of charge by the Office of Early Childhood Education. WSS provides teachers with a systematic way to collect student work and observation notes, and to use this information to evaluate student performance and progress across several developmental domains. WSS is one of the approved authentic assessment tools for Universal Pre-K (UPK). Teachers receive PD, submit and provide feedback in implementing the WSS.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>184</b>
School Name <b>Shuang Wen School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Iris Chiu, I.A.</b>	Assistant Principal <b>Yvonne Chin, Mee Kwong, I.A.</b>
Coach <b>Donna Chin</b>	Coach <b>type here</b>
ESL Teacher <b>Janet Rhi</b>	Guidance Counselor <b>Pao Lang Wang</b>
Teacher/Subject Area <b>Hua Guo/Dual Language</b>	Parent <b>Grace Ling</b>
Teacher/Subject Area <b>Barbara McClung/Science</b>	Parent Coordinator <b>Mei Sheng McCabe</b>
Related Service Provider <b>Amanda Kahn/ SETSS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>10</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>663</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>13.42%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin Chinese

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	4	3	3	5										15
<b>Freestanding ESL</b>														
Push-In					2	1	1	1						5
SELECT ONE														0
<b>Total</b>	4	3	3	5	2	1	1	1	0	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	13
SIFE	7	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	62	6	10	1	1	1				63
ESL	3			8		1				11
Total	65	6	10	9	1	2	0	0	0	74
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Chinese	3	86	28	51	18	57	13	66											62	260
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	3	86	28	51	18	57	13	66	0	0	0	0	0	0	0	0	0	0	62	260

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>61</u>	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>8</u>	Asian: <u>173</u>	Hispanic/Latino: <u>26</u>
Native American: <u>3</u>	White (Non-Hispanic/Latino): <u>25</u>	Other: <u>13</u>

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)	8	2	0	2	0	0	0	0	0					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	5	5	2	0	1	0	0	0					13
Advanced (A)	11	20	13	9	6	2	1	0	0					62
Total	19	27	18	13	6	3	1	0	0	0	0	0	0	87

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	2	4			6
5	1	1	1		3
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1				1				2
4			3		3				6
5			1		1		1		3
6		1							1
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra			2	3
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use face to face interviews, Lab-R, and Fountas & Pinnell Leveled Literacy assessment program to assess ELLs' literacy skills. It provides our teachers understanding of student's proficiency levels in English, particularly specific data about their reading and writing ability. In the beginning of the year teachers are notified of their students' English language proficiencies from the LAB R and NYSESLAT results; through which students are placed in strategic intervention based groups. From that point on teachers consult the test data and use a variety of assessments from Fountas and Pinnell to informal assessments to inform their instruction. For example, teachers gather data from the Fountas & Pinnell on ELLs fluency levels, recognition of sight words and vocabulary levels in their reading and writing skills. Teachers analyze the running records to reveal information about ELLs proficiency levels in reading and writing, which informs the specific intervention plans that will need to take place within the classroom and during extended day tutoring; which occurs two days a week in the morning for 40 minutes before the start of the school day. Additionally teachers and school administrators continuously analyze such data to make sure that programs in place are effectively servicing our students. For example, school administrators evaluate student data to decide what areas students can benefit from by providing teachers with more PD opportunities to expand their skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data shows that a higher percentage of our students are at Advanced Level according to the LAB-R and NYSESLAT in the earlier grades from Kindergarten to Second Grade. Students who have stayed in our programs have shown to gradually test out from the ESL program by testing out of the NYSESLAT; as shown by the fewer number of ESL students in grades 3 and above. Students who are classified ELLs from grades 3 and above are typically classified at the Advanced level and receive support through push-in and pull-out services from the ESL Teacher. There also has been a couple of newly arrived students in the upper grades who have been classified as being recently tested to an intermediate level of English language proficiency. Except for the new comers, most ELLs progress into intermediate or advance level per NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Based on the information from the NYSESLAT modalities, we focus our school wide CEP in oral language development with focus on reading and writing across the subject areas.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

2,3,4. Based on our diagnostic assessments, most of our ELLs are either in intermediate or advance levels in English Proficiency. Our lower grade ELLs (K-3) will receive ESL support through the dual language instruction (in both English and Mandarin Chinese) in all content subject areas, students in grade 4 receive ESL through content subjects in English, and grades 5-8 receive ESL instruction through pull-out or push-in support in English only. Since the instructions are done mainly through content subject areas in their classrooms, all four modalities of NYSESLAT - reading, writing, listening and speaking - are addressed and emphasized. Teachers continue to use students' work and periodic assessments to analyze students' strength and weakness in their weekly grade team meeting, which help teachers determine appropriate instructional strategies, grouping, and learning activities. Class instruction/lesson plans are also adjusted according to the analysis of student's performance.

In our two-way immersion Dual Language program, we use a 50:50 model. ELLs native language, Chinese, is used 50% of the time. Using Chinese in all subject areas helps the ELLs to have a better understanding of the content and gives them an opportunity to learn more academic skills. In addition, we understand that the development of L1 proficiency helps the proficiency development of the L2. Therefore, Chinese language art is also taught in our dual language program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses data collected from various assessments, such as F & P Running Records, Lexia Reading Program, and the ELA and NYSESLAT exams results to guide instruction for ELLs within the Response to Intervention (RtI) framework through ongoing analysis of assessment data by teachers, collection of assessment data through CASL binders and through ongoing coaching and PD

development opportunities based on the students' needs in the (RtI) framework. Teachers continually analyze data to inform their instruction by careful lesson planning that is Common Core aligned yet differentiated. For example, the school administration provided PD discussions on how to establish learning targets for students that are aligned with Common Core standards. Furthermore, school administration emphasized the importance of differentiating instruction so that ELLs can achieve those learning targets. Such discussions are held through grade team meetings and analysis of student data that is collected for at-risk students, such as ELLs for RtI intervention. Once intervention plans are written by teachers, ELLs receive such support through extended day tutoring that occurs from 8:00-8:37 a.m. two days a week, differentiated instruction in the classroom and through push-in pull out services that are provided by the ESL Teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child's second language development is highly considered in instructional decisions. Students are continually assessed on their second language development through formal and informal assessments to ensure that intervention plans are effective through the (RtI) framework. Students' second language development is also considered through classroom instruction, particularly through explicit vocabulary scaffolding and instruction that occurs through the Common Core aligned curriculum, which has also increased the number of informational texts read in the classroom. Teachers also furthermore consider students' second language development by considering language objectives that will support students' oral language vocabulary so that they can produce top quality responses in the classroom.

7. For dual language programs, answer the following:

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

a.b.c.

We assess all students' listening, speaking, writing, reading through teacher observation, homework, in class learning activities, formal and informal testing, portfolios and performance tasks. In the result of 2012-2013 NYS ELA standardized test, approximately 60% of our students reached level 3 or 4. Level of proficiency varies by grade. However, by third grade, at minimum, all are able to carry a daily conversation, read and write a simple story in Chinese (Target language). On average, students are able to read and write using about 500 Chinese characters and common sentence structures. Students are able to write narrative, opinion, and informative pieces with grade-appropriate structures. We do not have State standardized exam result yet because our Dual Language Program is only up to the 3<sup>rd</sup> grade this year. Students will be taking the standardized exam for the first time in Spring of 2014.

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

We evaluate the success of our program for ELLs based on student progress and achievement as measured by state standardized tests, including the NYSESLAT, New York State ELA, and MATH tests. We also examine grade level trends and patterns via the framework and determine how ELLs are faring in thier progress compared to their EP peers.

During grade level meetings, monthly dual language planning days, and Chancellor professional development days, where teachers are given designated time and/or release time to plan, teachers are constantly reflecting and evaluating their curriculum, assessment and instruction for all students, especially for our ELLs and SWDs. A specific focus has been spent on aligning our curriculum and assessments to the Common Core State Standards.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The steps followed for the initial identification of those students who may possibly be ELLs begins with the school's

registration process where Ms. Alice Ju, Parent Coordinator, registers new student(s). This process includes administering the Home Language Identification Survey (HLIS) and an informal oral interview in English and in the native language when applicable. In the following steps, Janet Rhi, ESL teacher, then determines eligibility for LAB-R testing based on the HLIS and with the testing coordinator/Assistant Principal, Yvonne Chin, administers the LAB-R to eligible students within ten days of registration. Additionally, Yvonne Chin, assistant principal and testing coordinator, will make appropriate programming and testing arrangements 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.

Before parents enroll their children to our school, parents are informed that our school is an English-Chinese dual language school through the enrollment office. School tours are offered to potential parents for them to visit our dual language classes. After students are enrolled in our school, we offer orientation in September (within 10 school days of enrollment in the beginning of the school year) for the parents to learn about the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). We also schedule school wide curriculum night so that parents of ELLs will be on site to meet their children's classroom teachers when learning about the curriculum for the school year. Parents who are unable to attend the orientation are given literature (from NYCDOE OELL website) explaining the programs in their native language. In addition, follow up is done through communication between classroom teachers and families as well as follow-up phone calls from the parent coordinator. During the school year, we also send home dual language newsletters in fall and spring to further explain the dual language program. Students are programmed in the appropriate ESL or Dual Language classes per their parent's selections and the availability of the program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parent Survey and Program Selection forms are given out during the parent orientation. Families are provided information about the programs we offer at our school. If families cannot attend the parent orientation, follow-up phone calls are made to explain the different programs that are offered. After this, a period of follow-up surveys are sent home and by early October, entitlement letters are back-packed home. When families come to tour, register and/or come for registration, information is provided to them that we have a Chinese-English dual language program to offer their child in PreK-3rd grade and each year that dual language program will grow. In our upper grades, we currently have a Free-standing ESL program in grades 4-8. Returned Parent Surveys and Program Selection forms are collected, secured and stored in the student's individual cumulative record folder in the main office.

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.

Due to the fact that we implement two-way total immersion of Dual Language Program school wide, we do not program students based on their NYSESLAT proficiency levels per RLAT. The criteria used to place identified ELL students is primarily based on their parents' program selection and the students' grade levels. For students in grades kindergarten through third grades, students are placed in our Chinese-English dual language program. For students in grades 4-8th grade, students are placed in a free-standing ESL program. The 4<sup>th</sup> grade ELLs also receive content based ESL instruction by their ESL certified classroom teachers. Placement letters and continued entitlement letters were distributed in October, and the related records and letters are maintained in the student's individual cumulative record folders in the main office. Student's placement/programming are based on their parent's choice on the selection forms.

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

Starting before the testing window, Yvonne Chin, the Assistant Principal and Testing Coordinator sets up a testing schedule for all the students who need to be given the NYSESLAT. First, the RLAT report from ATS is analyzed along with other school records that are kept of the testing history of all ELLs to determine which students need to be administered the NYSESLAT. If a student has not achieved P, proficient, on the NYSESLAT, they are given the test so that they can be properly assessed. Yvonne Chin manages the testing schedule and also administers the tasks to appropriate teaching staff to administer the test with the proper accommodations if needed for students with testing accommodations.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has shifted to reflect the change in our program offerings. Previously, families selected “Free-standing ESL,” because the dual language program was not available. This has changed in the recent years where primary grade families are increasingly selecting the Dual Language Program. Program models offered at our school are aligned with parent requests. A growing dual language program is presently in operation at the Pre-K, kindergarten, first, second and third grade levels.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?
    - 1a. Organizational models used differ across the grades based on the program model. (See Section C on Dual Language Programs for details.) Kindergarten and first grade classes follow a self-contained dual language model; second and third grades follow a side-by-side alternating day dual language model; Grades four through eight follows a free standing ESL model that is either a push-in and pull-out model.

1b. Program models and configuration of classes also differ across the grades.

All classes are heterogeneously grouped. The upper grade group (Grades 5-8) mostly convenes as an ungraded group.

Additional periods are given to beginner and intermediate ESL students who require additional mandated time

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)?

The organization of our staff ensures that the mandated number of instructional minute is provided according to proficiency levels in each program model. All teachers in our dual language classrooms are either bilingually certified to teach in both Chinese and English or certified in either target language (Chinese language or ESL). Teachers in our free-standing ESL program all have certification in ESL and ensure the students are provided instructional support for ESL in all content subject areas based on their student's proficiency levels. Studentents in Beginning and Intermediate level receive minimum of 360 minutes of content based instruction through ESL and students in the Advanced level receive minimum of 180 minutes of content based instructin through ESL methodology.

a) In our dual language program, all students receive instruction in Chinese 50% of the daily instructional time and English 50% of the daily instructional time. In our free-standing ESL program, beginners and intermediate students are given 360 minutes, or 8 forty-five minute periods, of ESL instruction through content. Native language is only used as a minimal support for students in the free-standing ESL program. For advanced students, 180 minutes, or 4 periods, are delivered by an ESL teacher and 180 minutes are delivered by an ELA teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in each program model through the instruction of thematic units. All teachers collaboratively plan thematic units around social studies and/or science themes as indicated by the state standards for that grade. Teachers incorporate a range of language and instructional approaches and methods to make content comprehensible in order to enrich language development.

In our dual language program, content areas are delivered through the instruction of thematic units in both languages. Each unit integrates multiple subjects such as ELA, Chinese language arts, social studies and science. Math is delivered in both languages, too.

Materials: For 2013-2014, for ELA, we use Ready Gen and supporting material published by Pearson. For math, we use Go Math. For Chinese, teachers develop Chinese thematic units corresponding to Ready Gen units. We also use trade books, translated picture books, workbooks from Chinese-speaking countries.

Math, Social Studies, Science: For math, we use Go Math for 2013-2014 school year. It is taught in both languages alternatively. Social studies and science are integrated with ELA and Chinese language arts into thematic units.

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

To ensure that ELLs are appropriately evaluated in their native language, careful attention is paid during the registration process to the language (dialect) spoken by the family and what was indicated on the Home Language Survey. Many of our school personnel are able to support assessing the level of native language ability in the students' particular dialect. However, we also do

extensive assessment in Mandarin Chinese as well. Over the past couple of years, teachers have worked closely with senior staff from the Office of English Language Learners in order to develop curriculum and assessments that are aligned with the English curriculum and the New York State Common Core Learning Standards.

Diagnostic for DL program: We rely on the home language survey. Teacher observations, beginning of the year assessments, portfolios/work samples/teacher comments from previous years and on-going formative assessments are also administered to track and monitor students' progress in their home language.

Formative assessment: teacher observations, tests, quizzes, portfolios, performance tasks.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We assess all students' listening, speaking, writing, reading through teacher observations, ongoing formal and informal testing, portfolios, and age-appropriate and Common Core aligned performance tasks. Students are assessed almost daily on informal assessments and monthly based on units for the performance tasks and formal testing. Many types of modes are used to evaluate all ELLs. For example, staff and school administration look at results from the state exams to start planning for instruction for the testing grades. According to the results of the 2012-2013 NYS ELA standardized test, approximately 66% of our students reached level 3 or 4 which activated a school-wide effort to implement Common-Core aligned curriculums in the classroom so that students, especially ELLs can perform better on the state tests. Student performance was also compared between ELLs and non-ELLs on the state exams. It was noted from the 2012-2013 school year that the 3rd and 5th grade ELLs performed significantly lower than the EP peers which resulted in stronger vocabulary instruction in the classroom with also the ESL Teacher providing push-in and pull-out services for ELLs in the testing grades. For the non-testing grades students are evaluated on all four modalities through a variety of ongoing assessments, such as Fountas & Pinnell testing and ongoing literacy based observations that will inform differentiated classroom instruction. For example, teachers evaluate students' oral language vocabulary skills through performance tasks and listening skills through assessments. Using such data students are then evaluated comprehensively on all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of instruction for ELL subgroups is primarily evident in the materials and methods used for instruction. In addition, scheduling is also another way differentiation occurs for ELL subgroups.

6ab. SIFE students and newcomers (less than three years) are first assessed to determine their level of L1 literacy, English language literacy/ability and general strengths and weaknesses. Their background and educational history will be determined during the family interview and surveys and then they are placed in the appropriate ESL class as mandated by the New York State Department of Education. In addition, SIFE and newcomers are screened through the Response to Intervention (RTI) process and usually targeted for additional support during extended day (RTI morning tutoring) time. During RTI time, targeted assessment and instruction occurs to fill gaps in the students' knowledge and understanding.

Most of the newcomers enter our school in the primary grades, so they will only take school and class-wide assessments and the NYSESLAT in the spring. However, the newcomers that arrive in the testing grades (3-8) who have only one year to acculturate before having to take the New York State standardized tests are given additional support year round through extended day tutoring and during Saturday Academy and/or additional preparation sessions dedicated specifically to test preparation.

6cd. The plan for ELLs receiving service 4 to 6 years and long-term ELLs (completed 6 years) is to increase the amount of content area reading and vocabulary in their instruction. Teachers preview vocabulary words and provide differentiated reading comprehension strategies to such ELL students so that they can be successful at the task at hand in the classroom. An emphasis is placed on developing these students' academic language, as opposed to their social language. Additionally, an increase in collaboration and articulation with the students' general classroom (content) teachers are important to ensure that the pull out or push-in services are seamless. Additionally, these students are targeted for RTI services and/or Title III funded tutoring services where students will get explicit instruction in targeted areas of literacy where they are in need of additional support. We offer Title III tutoring on Saturdays and extending time tutoring during the week days.

For former ELLs, the teaching staff ensures that students are provided with the ongoing differentiated instructional strategies in the classroom and are monitored through consistent assessments throughout the schooling year. Also on formal tests, former ELLs are provided with extra support if allowed by the assessment. For example on the Fountas and Pinnell task, former ELLs are given more vocabulary preview before reading a book to make sure that they are able to read the book at hand.

7. 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?

Teachers use a wide variety of strategies. Teachers use the whole language approach to teach by integrating language arts with other subject areas, such as math, arts, music, dance, etc. Teachers use different kinds of age-appropriate reading activities through balanced literacy approach. In each lesson, there are content goals as well as language goals. Teachers focus on the acquisition of academic vocabulary and academic language proficiency. All of the lessons are content based and are aligned with CCLS. All materials such as teacher-made materials, trade books, translated materials, foreign language teaching materials, and workbooks have been CCLS aligned with the implementation of the new Common Core aligned curriculum.

Furthermore teachers of ELL-SWDs also take into account grade appropriate texts that are made more engaging through the use of technology such as smart boards and laptop computers to provide background knowledge and vocabulary support that students may need. For example, 5th Grade students explored a CCLS aligned informational texts on rainforests by reading a colorful and age appropriate text on rainforests. Students then also used computers to research about rainforests to create their own informational texts on rainforests.

The school administration all ensures that ELL-SWDs receive appropriate instruction by ensuring that their needs are met through staffing. Students who are ELL-SWDs are assigned to a staff member who provides SETSS if necessary and also push-in/pull-out support. For example, the ESL Teacher, Janet Rhi, provides 4 periods of push-in support for a 5th Grade student who is an ELL-SWDs.

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

Both ESL and Dual Language Bilingual education are delivered/implemented through content subject areas instruction. Teachers address students' academic and language development through academic language and content knowledge instruction and learning activities. Specific strategies include:

- a) Teachers analyze and do item analysis of the result of NYS standardized exams (including NYSESLAT) to identify the areas of challenges for ELLs to implement specific instructional strategies in their curriculum, lessons and learning activities during their Chat and Chew sessions with grade teams and Assistant Principals.
- b) Students are guided to complete performance tasks that are aligned with Common Core Learning Standards in both ELA and Math which will require students to present their work through oral presentation and essay writing.
- c) Staff implement curriculum incorporating ESL methodology using ATLAS online planning software to plan their unit plans, assessments and curriculum which is aligned with Common Core Learning Standards.
- d) Professional Development on Danielson's Framework for Teachers Effectiveness on monthly basis (during monthly Faculty Conference) and frequent feedback from formal/informal observation, using the Framework as the common language for communication and discussion.
- e) Teachers analyze and understand the strength and weakness of individual student's learning via strategies and plans in Response to Intervention Program (RTI). Monthly grade team meetings to set learning goals for students as well as implementing differentiated strategies to address different student's learning needs.
- f) Teachers review the results of students' progress via acuity and periodic interim assessments to adjust and assess student's goals and classroom strategies.(RTI)
- g) At the conclusion of a unit of study, students will prepare an oral presentation about their findings/learning. Students are required to present at least two performance tasks in each core subject areas: Math, ELA, Science and Social Studies. The timeline of implementation will spread out throughout the year, aligning with the grade-wide curriculum on ATLAS.
- h) Professional Development and resources provided to teachers regarding different entry points in Universal Design for Learning (UDL)
- i) At least one Performance Task in each subject area will be completed by end of each semester. Professional Development will be provided and implemented throughout the year.



**Courses Taught in Languages Other than English [i](#)**

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:	Mandarin Chinese	Pre K - 3	
Social Studies:	Mandarin Chinese	Pre K - 3	
Math:	Mandarin Chinese	Pre K - 3	
Science:	Mandarin Chinese	Pre K - 3	

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

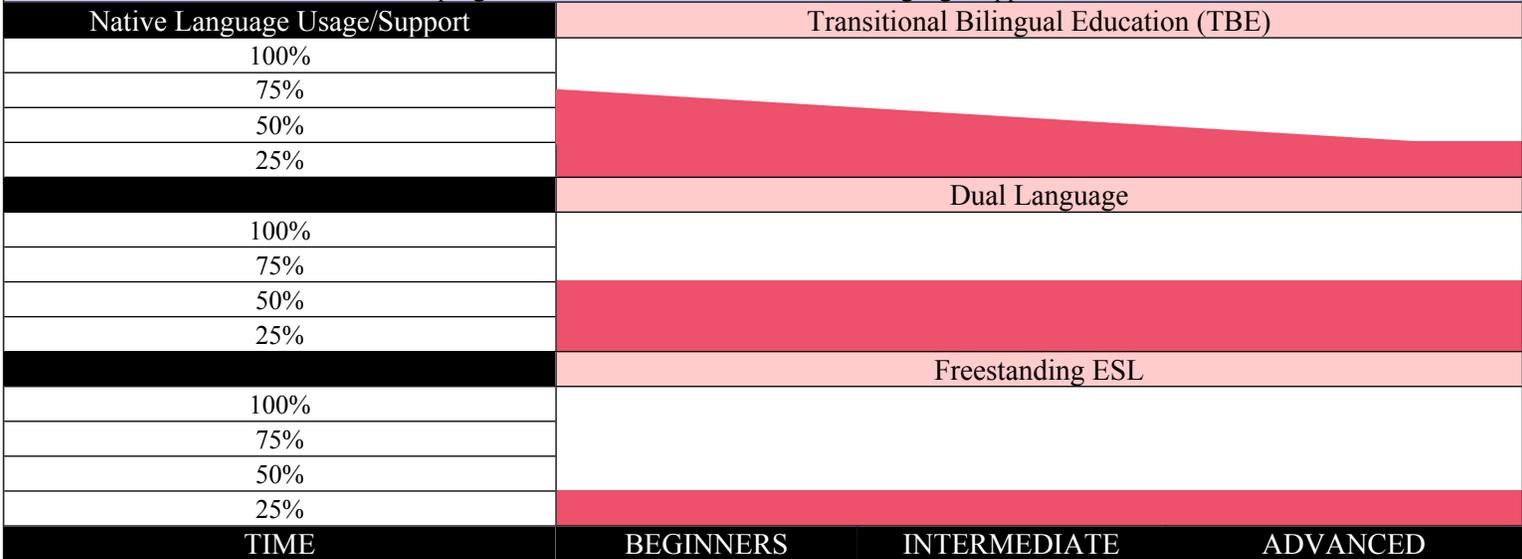
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

9. 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.

Students receive intervention services through extended time two times a week from 8 a.m. to 8:40 a.m. small group tutoring, and after school Title III classes in ELA, math and Science. Such intervention services are given in English. Students also receive RTI small group instruction if they are identified to receive Tier 2 of RTI services. Such services occur within the classroom through explicit differentiated instruction through small group work and also through IEP mandated services. Additionally ELLs who are identified as beginners, intermediate and advanced receive appropriate ESL push-in and/or pull-out services from the ESL Teacher, Janet Rhi. Otherwise students also receive ESL intervention support from the homeroom teachers who are ESL certified or in the process of attaining their ESL certification.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Title III funds are allocated to support current ELLs, transitional ELLs, former ELLs and their parents. All teaching staff are ESL certified and are aware of teaching ESL strategies and working with ELLs in the school. Additionally, certified ESL teachers conduct afterschool sessions that will give these students additional support with their continued English acquisition. An emphasis is paid specifically on the instruction of academic language through the use of content area themes and the reading and writing of informational text. In addition, these students also access to attending afterschool or Saturday Academy for additional test preparation support as the state examinations near. Data is collected from the LAB-R, NYSESLAT results, and the testing grades NYS ELA exam scores. The data is reviewed on an ongoing basis through grade team meetings, school-wide meetings and the sort by teaching and school administration to ensure that programs are meeting the needs of the ELLs in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

Our Chinese-English Dual Language program will continue to grow and every year. We anticipate the fourth grade classes to continue the side-by-side alternating day (language), simultaneous language approach, instructional model. In addition, an increasing amount of staff and personnel are working on their credentials to obtain bilingual and/or ESL certification. This will certainly help improve our program offerings across the board

12. What programs/services for ELLs will be discontinued and why?

There are no specific ELL programs or services that will be discontinued. For the 2013-2014 year we have discontinued library time for upper and middle school grades due to cuts in the school budget.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. We strive to not pull ELLs out of their cluster time so they have access to dance, music, art, and physical education. Title III funding provides additional supplemental services to all ELLs and former ELLs in our building. These offerings change each year, but in 2013-2014, we offer programs for afterschool reading and writing help and content area support in science and math. In addition, all students including ELLs have access to Saturday and afterschool Test Prep Academy, which usually takes place in the months leading up to the state standardized examinations in mathematics and English Language Arts.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials include trade books to leveled readers (pattern books) to a variety of other resources and materials. In the last couple years, we have begun to organize our units by thematic content, therefore incorporating use of high-interest authentic informational text as recommended by the Common Core State Standards. In addition, oral language materials from Mondo Publishers and culturally sensitive and diverse books from Lee & Low are used. As far as technology, teachers use the Smartboard (interactive whiteboard) as well as web-resources from Rearing A-Z.com and Starfall.com are actively utilized in the classroom. Also, in the 2013-2014 school year the school has taken an cumulative approach to implement the CCLS aligned Ready Gen program to provide explicit instruction to students; particularly to ELLs. The close reading and vocabulary development from Ready Gen is actively used to support ELLs in content areas and for intervention purposes in the classroom. Furthermore, the new CCLS aligned math curriculum, Go Math, also provides vocabulary instruction that supports ELLs along

with interactive smart board lessons that provide scaffolding for math vocabulary instruction in the lesson(s).

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in different amounts depending on the program model. In our dual language classrooms, students are instructed for half the time in English or Mandarin. Therefore, in dual language classrooms, Mandarin is used to teach all subjects areas: literacy, math, social studies, science. For many of our ELLs, Mandarin may not be considered their native language, even though it is the national language of their home country, China. Many of our students speak other dialects of Chinese. Other dialects of Chinese may be used and/or spoken to support students with understanding as needed, but is not used for the target language of instruction. In all of our classrooms with ELLs, when the target language of instruction is English, Chinese is used minimally as a support for students' who may need that support. Again, it is not used for the language of instruction unless it is Chinese language time/day. Similarly, if it is Chinese time, EPs may get minimal language support in English as needed but for main instruction for the lesson.

Our dual language curriculum is thematically based. Each theme is delivered in both languages. Content knowledge and academic skills are taught and reinforced in ELLs' native language. It provides the ELLs background knowledge and support their acquisition of the academic skills

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services, support, and resources correspond to ELLs' ages and grade levels. As our whole school works to align its curriculum and instruction to the Common Core State Standards, a heavier emphasis will be paid to the integration of content and literacy through the use (reading/writing) of informational text. This emphasis makes it easier to find materials at varied reading levels that are appropriate and correspond to ELLs' ages and grade levels. Teachers meet in grade teams, attend PD trainings and discuss age specific strategies that provides support for the ELLs appropriate age and level. Additionally, the Dual Language curriculum is utilized to draw upon ELLs' native language comprehension, to transfer to their comprehension in English. This allows teachers to utilize different strategies such as reading a read aloud text in an ELLs native language to support their comprehension in the English language.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We currently do not offer activities in our school other than Dual Language Bilingual program or ESL program to assist newly enrolled ELL students before the beginning of the school year. However, some of our students arrive at different points throughout the school year. In these instances, these students are enrolled in the Title III afterschool program where they can get immediate support in a smaller group setting. We also offer parent workshops for ELLs parents and parent orientation to assist the parents and students transition into the new school year.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

a. In all our dual language classrooms 50% of the instructional time is taught in each target language respectively. For self-contained classrooms, a half-day rollercoaster model is followed. For side-by-side classrooms, an alternating day model is followed. Both models follow a ten day cycle to maintain fidelity to the 50/50 dual language model.

b. EPs and ELLs are integrated in one classroom 100% of the time. However, there are times when the teachers may homogeneously group students within the classroom in order to address specific needs within a lesson. Most of the content areas are integrated into the general classroom instruction, however, in second and 3<sup>rd</sup> grades we have an additional science cluster who teaches each class (in English) once a week.

All content areas are taught in both languages. Subjects are taught through integrated thematic units in both languages. For example, students learn a lesson on day one in L1. On day 2, students review what they have learned on day 1 and learn a new lesson in L2. On day 3, students review what they have learned in day 2 and learn a new lesson in L1. And so on and so forth.

In addition to learning science in Chinese and English with their homeroom teachers, grade 1 and 2 students also have one period of science in English once a week, which is taught by a cluster teacher.

c. d. Language is separated by primarily by time. In some cases it is separated by teacher and subject as well. For example, our kindergarten classrooms may begin one day in Chinese and end the day in English. The following day they will begin the day in English and end the day in Chinese. The instructional schedule for subjects remain the same however and the language switches on the day it corresponds to. For example if math is taught in a morning block, students will learn math in English one day and in Mandarin on the other day.

However, for the side-by-side classrooms, one class of both EPs and ELLs will start off one day in Chinese and the next day will switch to an English classroom. They will have two teachers, one for English and one for Chinese depending on the day. Teachers in the side-by-side model plan closely to ensure that their curriculum and instruction is builds upon the previous day's work. Within each thematic unit, teachers will plan carefully which tasks, lessons, or activities will be delivered in which language.

d. As described above, kindergarten and first grade classrooms follow a self-contained rollercoaster alternating day model. Starting from second grade, classrooms grade classrooms follow a side-by-side alternating day model; except for the ICT classrooms which follow the self-contained rollercoaster alternating day model.

e. A simultaneous biliteracy approach is used in our dual language classrooms, which means that children learn to read in both languages at the same time. Because Chinese and English are so different when it comes to reading and writing, we feel this model is best.

Teachers use well-defined times (of the day or days) to assist students in making the differentiation between languages as well as color coding instructional materials and charts to show the difference between English and Chinese characters as well as Zhuyin (Chinese phonics).

Language proficiency of L2 for Eps: Students will develop communicative and academic second language proficiency.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development (PD) plan for ELL personnel includes the following:

Mentors for new teachers; Literacy coaching; Onsite PD trainings, meetings and planning time for teachers of ELLs held during weekly common planning time, Chancellor PD Days, Thursday morning teacher planning time, monthly faculty conferences and release days; Off-site PD workshops and conferences NYCDOE (Office of English Language Learners) sponsored, LOTE conference, Spring City-wide Bilingual Education Symposium, etc.); and frequent informal observations by administration with feedback.

3. Because we are a Pre-Kindergarten through 8th grade school, we are able to provide staff the same supports as the ELLs progress from grade to grade within our school. This includes coaching, ongoing feedback from administrators, articulation between teachers across grades and content areas as well as with the guidance counselor.

4. All new teachers receive access to at least 7.5 hours of ELL training throughout the year as per Jose P. This may take the form of formal training given off-site or in-service training that occurs throughout the year at the above mentioned times.

## D. Parental Involvement

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

1. Parent involvement occurs in a variety of ways. The primary connection is with their child's main home/class room teacher. Since the majority of our ELLs are in our dual language program, these parents are invited frequently for school and class events such as publishing celebrations, field trips, and performances.

In addition, the school staff as well as our community partners will provide parent workshops throughout the year covering a range of topics such as: How to communicate with your child; Introduction to the HS application process; How to help your child prepare for the NYS standardized tests.

Finally, parents are also welcome to volunteer in our school. The parent coordinator reaches out to parents who have time to help out around the school or in the classrooms.

2. The school has a few community based organizations that we partner with including SWAN, NY CARES, Shadowbox Theatre and the Charles B. Wang Community Health Center. We have partnered with them mostly to provide additional services to our children.

However, the Charles B. Wang Community Health Center staff have held on-site parent workshops on various topics including, "How to communicate with your child" and "How to Talk about Changes with your Teen." Both are topics that our parent community have found helpful given the cultural gaps that arise between immigrant parents and their children who are growing up in America.

3. We have an open door policy where parents know they can bring their concerns to the teachers, school personnel, and administrators. During school events, we take attendance and give parent surveys to get feedback on how to better meet their needs. Our parent coordinator also stays in close communication with the parent body through email and the use of our school website. We are constantly reflecting and evaluating how to improve our parental involvement.

4. As mentioned above, inviting families to class, grade and schoolwide activities builds bridges between home and school so that learning can be continuous. Parent workshop offerings match topics that are of interest and importance especially to our parent body. Parents give constant feedback directly to the parent coordinator, teachers and administrators so that the school can be responsive in meeting their parental interests and needs. One such example occurred last school year where a growing number of parents of EPs were concerned that they do not know how to help their child at home with the Chinese language homework. Our principal offered a series of workshops to address their concerns where she gave them materials to support the parents' own basic understanding of the Chinese phonics system that their children in primary grades were learning.

## **E. 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.

N/A

## Part VI: LAP Assurances

**School Name: Shuang Wen School**

**School DBN: 01M184**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Y. Chiu	Principal		11/15/13
Yvonne Chin	Assistant Principal		11/15/13
Meisheng McCabe	Parent Coordinator		11/15/13
Janet Rhi	ESL Teacher		11/15/13
Grace Ling	Parent		11/15/13
Hua Guo	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Pao-lang Wang	Guidance Counselor		11/15/13
Lucius Young	Network Leader		11/15/13
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: \_\_\_\_\_ Network: **408**

**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**

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

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

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

About 90% of all documents generated must be accompanied by a Chinese translation.  
At monthly PTA meeting, an interpreter is always present to provide simultaneous translation in Chinese.  
Information is reported during PTA meetings and follow up notices are sent home with translation.  
All meeting notices and announcement about school events are translated and posted on the Parents' Bulletin Board, located outside of the Parents' Room.  
During open school nights and parent teacher conferences, Mandarin and Cantonese Interpreters are available and assigned on each floor to assist the English speaking teachers for translations and interpretations.

## Part B: Strategies and Activities

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

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

- a. All school announcements and signs are translated both in Chinese and English and are posted on school website and the Parents' Bulletin Board.
- b. Teachers can send the documents to the main office three days in advance and have their letters and announcement translated.
- c. 98% of send home notices are written in English and Chinese Mandarin.
- d. All school news and events are sent out to parents as email blast by online emailing system.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

- a. The office administrators are mostly bilingual to meet the parents' need of interpretation at all times.
- b. Outreach phone calls to home are provided in both languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Requirements that listed in Section VII of Chancellor's Regulations A-663 are met as followed:

- a. Each family is provided with Bill of Parent Rights and Responsibility in English and Chinese.
- b. A sign of available of interpretation service in Mandarin Chinese is posted in the entrance bulletin board.
- c. The office administrators are mostly bilingual to ensure that there is no communication barrier between parents and school office at all times.



## 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: Shuang Wen School	DBN: 01M184
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 checked="" 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: 79
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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: 6
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

The Title III program will also support the growth and development of our Dual Language Program, which support the language acquisition for both ELLs and English dominate students to learn English and the targeted Mandarin Chinese from grade K to 2.

All Title III programs will provide additional content and language support in order to bring students to higher levels of English proficiency in the four modalities: listening, speaking, reading and writing. The language of instruction will be primary in English with support in Mandarin Chinese for the new comers. Additionally the ELL students need to be prepared for the language demands of the Common Core Learning Standards which needs to focus on non-fiction content. The Title III programs will enhance the language development of students while simultaneously giving students opportunities to engage in practicing English in all four modalities. The students will be periodically assessed during the program with assessments that are aligned with NYS standards and Common Core Learning Standards. Students

### Part B: Direct Instruction Supplemental Program Information

whose results of assessment show need for additional assistance will be targeted for individualized or small group instruction that more specifically addresses and tailors to their needs. The Title III program will be provided by three K-12 licensed ESL teachers, two K-12 licensed Science teachers, and one K-12 Math licensed teachers.

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

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

### 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:

Both our ESL and Dual Language Bilingual teachers and staff will participate in the professional development (PD) programs provide by New Visions and The Office of English Language Learners (OELL). The PD programs include, but not limited to, inter-visitations and workshops in CCLS Content subject areas, ESL and Bilingual Education.

October: 3 full day PD for TC Assessments 1st and 2nd grade Dual Language Program teachers, both

### Part C: Professional Development

Chinese Bilingual and ESL teachers.

November: 3 full day PD for the 2nd grade Dual Language Program teachers. One full day for K Dual Language Program teachers and other ESL teachers. 1 Full Day intervisitation to PS 173Q for the 1st grade dual language teachers.

December: 2 full day PD on CCLS for 1st and 2nd grade Dual Language Program teachers.

January: 1 full day PD for TC Running Record Assessments for the 2nd grade Dual Language Program teachers.

February: 1 half day PD on Assessment for the 1st and 2nd grade Dual Language Program teachers.

March: 2 full day PD on RTI for the 1st and 2nd grade Dual Language Program teachers.

April: 2 full days PD on Teachers Effectiveness for the dual language program teachers.

May: 2 full day PD on Teacher Effectiveness for the dual language program teachers.

June: 1 full day PD on Curriculum Planning for all ESL and dual language program teachers.

### Part D: Parental Engagement Activities

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

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

Begin description here:

The parent engagement activities include two parts: Educational workshops for parents regarding dual language educational model and other education related topics, and Adult ESL class for parents of ELLs.

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

**Part D: Parental Engagement Activities**

parents will also be invited to facilitate the art and performance tasks of the children in the Title III programs. It will be a great tool for promoting better parental involvement for ELL parents!

**Part 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	???	???
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		