Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: HIGH SCHOOL FOR DUAL LANGUAGE & ASIAN STUDIES

DBN (*i.e. 01M001*): 02M545

Principal: LI YAN

Principal Email: LYAN@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: JOSEPH ZAZA

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
Li Yan	*Principal or Designee	
Christopher Fuchs	*UFT Chapter Leader or Designee	
Nancy Bruni	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Tisha Harvey	Member/ Parent	
Brenda Lau	Member/ Parent	
Corrine Patrick	Member/ Parent	
Kiu Chan Lei	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 August 2014, the percentage of students in lowest third earning 10+ credits in their first and second years of school will increase by 2%.

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 ARIS and ATS reports, many 11th grade students were failing 1 or more classes.

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. 9th and 10th grade students in the lowest third of the class. Ninth and tenth grade teachers will meet by grade levels and department levels to case conference for students who have failed classes. They will try to determine in which areas students need help. They will try to determine if students are having a particular issue in a subject area or if it relates to their learning style and share best practices when students are finding success in some classes. Departments will develop questionnaires and assessment tools to help students understand where they are having problems so they can articulate these. Teachers will attend workshops on differentiated instruction. The guidance counselor and dean are working with staff to develop a plan to improve student attendance and decrease lateness.
B. Key personnel and other resources used to implement each strategy/activity
1. We will try to schedule teachers with common preps by grade and subject area. When this is not possible we will provide coverage so they can meet to case conference about students as well as share best practices. We will also provide coverage so teachers can attend workshops and visit other schools. We will continue to offer tutoring after school and homework help for students in addition to the classroom work; and, utilize learning partners from NYU to help students within the classroom who need additional help. We will also use funds for PM school if necessary for students who fail first semester despite interventions.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. 9th and 10th grade students in lowest third of class
D. Timeline for implementation and completion including start and end dates
1. September, 2013 - June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. See A1

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).
Each faculty member has 12 students as mentees. They contact parents to discuss about student's progress. Parent Association meetings addresses ways parents can help their children. Guest speakers include teachers and outside 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**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Contract for Excellence, Fair Student Funding											

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, all teachers will receive professional development to increase research-based strategies in Dual Language Instruction in Math, science, and social studies.

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.
Increase subject classes using a dual language instructional approach from 1 to 3 subject areas in 11th and 12th grades.

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. The science department is currently using the dual language instructional approach with 11th and 12th grade students. We will also utilize this method in the math and Social Studies departments; we have bilingual staff in all these departments. They will work with the ESL and Chinese departments to coordinate the use of academic language across the curriculum to help reinforce student learning. We will begin implementation in the Spring, 2014 semester.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, Administration and Guidance Counselors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Dual Language Instructional approach in Math, Science and Social Studies
D. Timeline for implementation and completion including start and end dates
1. September, 2013 - June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Our partnership with NYU gives us the opportunity to work with learning partners and student teachers. We also conduct tours for NYU students of Education and meet with faculty from the school to discuss ways to improve teacher training methods. Our teachers can earn credit vouchers to help them continue their education as a reward for working with student teachers

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).
Each faculty member has 12 students as mentees. They contact parents to discuss about student's progress. Parent Association meetings addresses ways parents can help their children. Guest speakers include teachers and outside 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		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence, FSF Legacy Teacher Supplement, Funds Over Formula

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.
Increase parental engagement and communication by 1 point according as evidenced by the school's Learning Environment Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Discussion with faculty and attendance sheets showed that parent attendance at monthly meetings decreases from the beginning to the end of the year. Ninth grade patents seem more likely to attend meeting although upper grades need more support

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.	Parent association officers will work with parent coordinator on a newsletter in Chinese and English with information provided by staff about programs. A form letter will be developed to help teachers report more frequently to parents about student progress with positive as well as negative feedback. We will try to offer more workshops that will encourage parents to come to the school more frequently
B.	**Key personnel and other resources used to implement each strategy/activity**
1.	.Parent Coordinator, Guidance Counselor, and Administration
C.	**Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.	One point rise in learning environment survey
D.	**Timeline for implementation and completion including start and end dates**
1.	September, 2013 - June, 2014
E.	**Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.	Our partnership with NYU gives us the opportunity to work with learning partners and student teachers. We also conduct tours for NYU students of Education and meet with faculty from the school to discuss ways to improve teacher training methods. Our teachers can earn credit vouchers to help them continue their education as a reward for working with student teachers

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).
Each faculty member has 12 students as mentees. They contact parents to discuss about student's progress. Parent Association meetings addresses ways parents can help their children. Guest speakers include teachers and outside organizations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Parent Coordinators OPTS											

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.

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.											
	Tax Levy		**Title IA**		**Title IIA**		**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.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Repeated reading and writing skills & PM School and writing workshop	After school tutoring by teachers as well as small peer group tutoring and tutors from NYU provide additional help for students	Afterschool activity
Mathematics	Repeated emphasis in afterschool Tutoring – NYU and peer tutors	After school tutoring by teachers as well as small peer group tutoring and tutors from NYU provide additional help for students.	PM school to make up missed credits meets 2 times a week.
Science	After School Tutoring – Repeated reading and writing skills. Interactive writings	One-to-One and/or Small Groups	Afterschool activity: PM School 2 times a week Peer tutoring and NYU tutors provide extra support for students as needed.
Social Studies	Repeated reading and writing at PM School & Regents Prep Class	One-to-One and/or Small Groups	PM School meets 2 times per week for total of 4 hours to provide opportunities for students to make up missed classes. Regular class size Afterschool activity
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Crisis intervention for students in need of other services	one-to-one	during the school day

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.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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.
Teachers recruited to work for Dual Language and Asian Studies are hired by the Principal who is advised by a school-level hiring panel. The hiring is comprised of one or more teachers within the license area of said applicant. The applicant pool is created first by considering all candidates in District excess within the specified subject area and then by considering external applicants. External applicants are generated by using the new teacher finder, or uncovered through the open market transfer system or the human resources management system.

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).
All teachers participate in weekly professional development sessions as well as ongoing professional development offered by our network. This includes Math Institutes and ELA Institutes. We also receive targeted instructional support from our partners, which include local Asian affiliates who support dual language immersion programs.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing are provided all necessary school supplies and school gym uniforms through appropriate city funding.

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.).
N/A

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.
A MOSL Committee comprised of 4 teachers and 1 assistant principal select MOSL assessments through multiple meetings with Principal; additionally, Professional development addresses a thorough analysis of data from MOSL assessments to adjust instruction on a regular basis. School leaders also survey the staff to gauge appropriateness of present use of assessments in regular departmental meetings.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
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 *D*.

Part I: School ELL Profile

A. School Information *D*

District 02	Borough Manhattan	School Number 545
School Name High School for Dual Language & Asian Studies		

B. Language Allocation Policy Team Composition *D*

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 Li Yan	Assistant Principal Miriam Uzzan
Coach Helen Kokkinidis	Coach Xiao Jian Zhang, Math
ESL Teacher Zuzana Balogova	Guidance Counselor Lai Y Man
Teacher/Subject Area Christopher Fuchs/ESL/Chinese	Parent Nancy Bruni
Teacher/Subject Area Alice Yang/ESL/Social Studies	Parent Coordinator Maureen Hickey
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	411	Total number of ELLs	147	ELLs as share of total student population (%)	35.77%

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☒	No☐	If yes, indicate language(s): Chinese, Mandarin
Dual language program	Yes☒	No☐	If yes, indicate language(s): Chinese, Mandarin

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	41	52	0	0	93
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	33	21	54
Freestanding ESL														
Self-contained	0	0	0	0	0	0	0	0	0	41	52	33	21	147
Total	0	0	0	0	0	0	0	0	0	82	104	66	42	294

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	**Newcomers (ELLs receiving service 0-3 years)**	121	**ELL Students with Disabilities**	
SIFE	12	**ELLs receiving service 4-6 years**	24	**Long-Term (completed 6+ years)**	2

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	86	11	0	6	0	0	1	0	0	93
Dual Language	44	1	0	10	0	0	0	0	0	54
ESL	130	12	0	15	0	0	2	0	0	147
Total	**260**	**24**	**0**	**31**	**0**	**0**	**3**	**0**	**0**	294
Number of ELLs who have an alternate placement paraprofessional: 00										

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**
Chinese	0	0	0	0	0	0	0	0	0	41	52	32	21	**146**
Korean	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**
	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**41**	**52**	**33**	**21**	**147**

*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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Chinese	41	66	51	71	32	64	21	65	**145**	**266**
TOTAL	**41**	**66**	**51**	**71**	**32**	**64**	**21**	**65**	**145**	**266**

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 225	Number of third language speakers: 30

Ethnic breakdown of EPs (Number):
African-American: 11 Asian: 225 Hispanic/Latino: 21
Native American: 00 White (Non-Hispanic/Latino): 04 Other: 03

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Chinese	0	0	0	0	0	0	0	0	0	41	52	32	21	**146**
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**41**	**52**	**33**	**21**	**147**

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)	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
Intermediate(I)	0	0	0	0	0	0	0	0	0	13	19	11	4	**47**
Advanced (A)	0	0	0	0	0	0	0	0	0	23	30	22	17	**92**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**37**	**49**	**33**	**21**	**140**

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

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

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

NYS Science									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	42	0	32	0
Integrated Algebra	7	43	7	43
Geometry	51	0	49	0
Algebra 2/Trigonometry	32	0	28	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	26	0	25	0
Earth Science	7	32	6	30
Living Environment	54	6	54	6
Physics	12	0	7	0
Global History and Geography	7	40	6	38
US History and Government	13	18	13	16
Foreign Language, Chinese	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	12	28	25	66	29	36	59	70

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.

   The majority of students are in the intermediate or advanced level across all grades for listening and speaking. For reading and

writing more students are in the intermediate level. The smaller amounts of students in 11th and 12th grade indicate that many students have tested out of the program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The double period classes are more comprehensive, while the single period classes usually focus on specific areas of need. We use test results and teacher input to decide what the focus for each of the single period classes should be in order to help the students most effectively. The teachers also meet regularly to make adjustments when necessary.

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 AMAO tool)
a. Students are taking the test in English and the passing rate is 90% and above in most subject areas. The performance is lowest in English – 75% passing rate.
b. Results are being used to determine curriculum for the ESL classes and how to provide support in the subject area classes. It also determines the focus for the single period class.
c. Based on the assessment students especially need help in writing.

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?

a. Students are assessed by teacher made tests and teacher evaluations as well as the Regents and AP exams.
b. The proficiency level varies but seems to be improving.
c. The majority of students are passing their exams.

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*.)

6. How do you make sure that a child's second language development is considered in instructional decisions?
When programming students, we look at NYSESLAT results as well as grades. Even after students have tested out of ESL, we continue to give them supporting classes to assure they have a smooth transition. We also get input from teachers to see if student needs additional support. All teachers can see data in ARIS for their students.

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?

We look at passing rates for classes, standardized tests, college acceptances and teacher evaluations. We follow students after graduation to see how they are performing in college and evaluate whether what we need to improve to make the college transition more successful for future students.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We study the passing rates on NYSESLAT, Regents, SAT and other standardized tests and look at the student success in transitioning to regular English classes. We look at their ability to work in other programs including College Now and classes at NYU. We also look at their college acceptances and their first year at college.

Part IV: ELL Identification Process

Part V: ELL Programming

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.)
Students are interviewed by the bilingual guidance counselor; the home language identification survey is completed in English and Chinese. Students are then given the Lab-R. The ESL department administers the NYSESLAT exam annually to all students.

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.
The parent coordinator and bilingual guidance counselor and speak with the parents when the students initially come to the school. There is monthly follow-up with letters home and newsletters in both languages so parents have all the information. There is a monthly parent conference where all information is given in both languages.
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].)
4. Information is sent home to parents in both languages. There is information available in the guidance office. There are monthly parent meetings with information in both languages. Before students come to the school, feeder schools bring groups of students and parents on tours where the information is given to them and told to them in both languages.Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. Students are place in classes based on their previous scores on NYSESLAT, teachers, guidance, parents and administration meet to re-evaluate the proper placement of students. Each student is assigned a faculty member as an advisor and they communicate monthly with the parents in the native language, many of the teachers are bilingual. 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.
6. Since we are a dual language school, the parents who send their students here are looking for this model. 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.
Yes

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])?

    a. We used self-contained ESL classes; however, all teachers collaborate on instruction across the curriculum. The subject teachers meet with the ESL teachers to plan acquisition of subject specific language. One of our goals has been to increase the use of Chinese for the English dominant students in the subject areas.

    b. ESL classes are ungraded but homogeneous.
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 students take a minimum of the mandated ESL class hours based on their scores on the NYSESLAT exam. Most students have one double period and an additional single period class for additional support in acquiring language, they also take at least 45 minutes of native language arts. We often give students who have tested as proficient although they are still struggling an ESL class in addition to their English Language Arts class to help them with the transition.

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.

   All beginner students at Dual Language are scheduled for 3 ESL classes to fulfill the mandate of 540 minutes per week. The intermediate students are also scheduled for 3 ESL classes to fulfill the required 360 minutes per week and the advanced students are scheduled for 2 ESL classes and 1 ELA class to fulfill the mandated 180 minutes per week. Students are also matched with buddies and proficient students continue with a double period of ELA instruction. All teachers at Dual Language are also trained to be aware of the additional needs of ELL students because of the school population and the mission of helping students to become proficient in 2 languages. Language classes in English and Chinese include the four components of language acquisition – listening, speaking, reading and writing.

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

   We look at student transcripts from China and administer an oral and written test for appropriate language placement. During the first week or 2, teachers evaluate the students to see if placements fit the student needs.

5. How do you ensure that ELLs are appropriately evaluated in 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).

   a. SIFE students are given additional help with literacy issues and tutoring with the teacher and NYU students. There is also a Saturday program with additional support.

   b. We test the students who have not been tested for initial placement and then may change their program based on teacher evaluation. We give students a buddy to work with them. We also have a Saturday program for newcomer students.

   c & d. Students with 4 to 6 years or more are given additional help with tutoring and extra classes as needed. We have America Reads tutors that help in the classroom and after school or during student's free periods.

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?

   SWD and ELL students use grade level material for the subject areas and also use teacher made materials as well as additional books, including books in the native language for ELLS to enhance their instruction. Students are matched with peers in the classroom to help them.

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?

   ELL and SWD students are placed on grade level in subject classes. Additional support is given to SWD and ELL students during the regular school day. SWD students have an additional class with a smaller ratio of teacher to student and ELL students are given additional classes as needed. Both are given extra materials to support their specific needs.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	

75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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.
   Social and academic support services are provided by community based organizations, including Immigrant Social Services, the Chinese American Planning Council, and Asian Americans for Equality. There is also a formal link with New York University to serve as a site for the university to place student teachers and observers in English Education and English as a Second Language. We work with the Borough of Manhattan Community College to offer an after school academic support program that includes writing classes and tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    All ELLS continue to have 1 ESL class in addition to their regular English classes even after they have shown proficiency on the NYSESLAT and passed the ELA Regents.
11. What new programs or improvements will be considered for the upcoming school year?
    We are considering adding AP Human Geography and AP English Literature.
12. What programs/services for ELLs will be discontinued and why?
    We are not planning to discontinue any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All students are able to sign-up for after school programs. There is homework help daily for all students and is offered in both languages. There are classes for writing, tae kwan do, and different types of dance. On Saturday there is a SAT Prep class for the 11th grade students, ESL classes for parents and students as well as swimming and physical education. Students can volunteer with NY Cares for two service projects per month.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The textbook used for ESL classes is visions, this is supplemented with technology, teacher materials, novels and plays including workshops with Classic Theater Company and American Globe theater as well as an annual performance at the school of a Shakespeare play, trips to see performances and visit museums as well as job-shadowing days with different corporations sponsored by Junior Achievement and NY Cares.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Students receive a combination of dual language, free standing ESL classes and transitional bilingual classes as well as native language classes based on their levels and needs.
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.

Newly arrived students participate in a summer institute which includes trips to become familiar with the city and then doing projects and writing to describe their experience.

18. What language electives are offered to ELLs?
    Chinese is the only other language offered at our school.
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. 9th grade about 25% target language for EPs, and 60% for ELLs
   10th grade about 35% target language for EPS and 60% ELLS
   11th grade about 35%target language for EPS and 60% ELLs
   12th grade about 35% target language for EPS and 60% ELLs
b. English and Chinese are taught separately. Other subjects are integrated with increasing frequency as students gain mastery their second language.
c. We use a combination of methods.
d. We use a combination of methods.
e. Emergent literacy is taught simultaneously.

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. There are 2 meetings per month by dept and by grade level for the entire staff to assess the progress of students and study ways to improve their education. The Chinese and ESL departments are both working on curriculum mapping projects this year.
   The science, math and social studies departments are working on using more Chinese in the classroom.

   New teachers are given mentors as well as working with the AUSSIE consultant, several of the more experience teachers work with student teachers which is another opportunity for them to look at their own best practices and learn from their students as well.

   We plan trips to visit other schools to benefit from best practices.

2. During subject area meetings and grade meetings teachers discuss issues and how to resolve them. Teachers have visited feeder schools and talked with the middle school teachers to find out more about where the students were coming from.

3. ESL teachers and the administration meet with other teachers to provide support and understanding of how to help their ELL students. ESL teachers work with subject teacher to plan curriculum for addressing vocabulary, reading and writing issues to support ELL students.
4. We try to have activities that will help the parents to help their children and ask parents what they would like to get more information about. We also try to provide activities based on issues that arise. We also try to invite parents to celebrate their children's success at events like the annual awards presentation.

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. The Annual School Report and other relevant information/documents are distributed to all parents throughout the year. All correspondents and documents are available in both English and Chinese. In addition, individual student report cards are distributed six times a year to students and mailed home to parents. Parents are always invited and welcomed to participated in parent meetings, join the School Leadership Team and to maintain regular communication with guidance and teaching staff via telephone or email with regard to their children's academic progress.
2. Guest speakers come from banks and colleges to talk about applying for college and financial aid. Speakers have come to parent meetings from agencies that provide health and other insurance. The parent coordinator develops workshops for the parent meetings that will help them. The guidance counselor helps with services that the parents need including outside counseling when necessary.
3. Parent needs are evaluated at the monthly parent association meetings as well as feedback from parents, teachers, students and the parent coordinator. Each faculty member has 10 students they advise and give monthly feedback to parents and they also advise the school of parent responses.
4. We try to have activities that will help the parents to help their children and ask parents what they would like to get more information about. We also try to provide activities based on issues that arise. We also try to invite parents to celebrate their children's success at events like the annual awards presentation.

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.

Part VI: LAP Assurances

School Name: High School for Dual Language & Asian Studies			School DBN: 02M545
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Li Yan	Principal		11/15/13
Miriam Uzzan	Assistant Principal		11/15/13
Maurren Hickey	Parent Coordinator		11/15/13
Zuzana Balogova	ESL Teacher		11/15/13

Nancy Bruni	Parent		11/15/13
Christopher Fuchs/ ESL, Chinese	Teacher/Subject Area		11/15/13
Alice Yang/ ESL, Social Studies	Teacher/Subject Area		11/15/13
Helen Kokkinidis	Coach		11/15/13
Xiao Jian Zhang	Coach		11/15/13
Lai Y Man	Guidance Counselor		11/15/13
Joseph Zara	Network Leader		11/15/13
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M545 **School Name:** High School for Dual Language & Asian Studies

Cluster: 2 **Network:** 201

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

Part A: Needs Assessment Findings

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

Our school consists of students whose parents speak English, Chinese, Korean, Bengali and Spanish. All written materials are provided in English, Chinese, Korean Bengali and Spanish. The principal, school secretary, guidance counselor, several teachers are all bilingual and translate any materials the school provides that are not received in both languages. We also have all families complete a home language survey when the students first come to our school. At the parent meetings, orientations and school visits before students choose to attend HSDLAS, this information is given to the parents.

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.

In addition to the LEP students, many of our English proficient students come from homes where their parents' dominant language is Chinese and many of them need translation services. We can provide this with our bilingual staff.

Part B: Strategies and Activities

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

Bilingual staff in the school will provide translation for any materials distributed to parents. Many of these materials are available on the DOE website in Chinese.

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.

The guidance counselor, parent coordinator, principal and several teachers are bilingual and translate for parents on the phone and during meetings. We have some students whose parents speak Spanish and 3 teachers, students as well as the parent coordinator from one of the other schools in the building.

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.

When students enter the school, they are given a Home Language Survey to complete. School provides translation of any materials sent home to families in both Chinese and English and any other language that is indicated on the survey. Parents are advised that any school materials are available in their language and interpreters are also available. Bilingual faculty members attend meetings with parents to provide translations when necessary.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: High School for Dual Language	DBN: 02M545
Cluster Leader: Despina Zaharakis	Network Leader: Joseph Zaza
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☐After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 140 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: 2 ESL classes on Saturdays will be taught by state certified ESL teachers. One class is for beginner students and one for intermediate students to help them with language acquisition. Classes include exposure to American culture through reading, film, and music. Students meet for 3 hours per week from February through mid June, totalling 14 sessions.

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: ESL teachers meet 2X per month from February through June to discuss curriculum and case conference about students. 1. Aligning standards with core curriculum 4 sessions 2. Differentiating instruction 2 sessions 3. How to address writing issues for students 2 sessions 4. How to improve speaking skills for daily life activities 2 session 5. Academic vocabulary 2 sessions

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:

Part D: Parental Engagement Activities
Parent classes meet for a total of 14 sessions from February to June for 3 hours per session. Topics for Parent Classes 1. First Week 2. Average American 3. Pets 4. The States 5. Computers and the Internet 6. A healthy lifestyle 7. People and places 8. Moving 9. Disasters 10. Wedding Plans 11. Greatest and smalles 12. Crime 13. Careers 14. City Life

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $16536		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	10539.90	3 Teachers @ $50.19/hour x 5 Hours/day ($250.95/Teacher/session) x 14 Sessions
Purchased services • High quality staff and curriculum development	????	

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $16536		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	5996.1	Admission to Cultural and Historical sites. Supplies for end of class project based on class lectures and class trips.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	16536.00	