

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: DR. SUN YAT SEN MS131
DBN (i.e. 01M001): 02M131
Principal: PHYLLIS TAM
Principal Email: PTAM@SCHOOLS.NYC.GOV
Superintendent: BONNIE LABOY
Network Leader: YUET CHU

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
Phyllis Tam	*Principal or Designee	
Linda Tom	*UFT Chapter Leader or Designee	
Bi Ying Lin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jason Adoniz	Member/ Teacher	
Erica Wong	Member/ Teacher	
Allison Weinberg	Member/ Teacher	
Xiao Yan Tan	Member/ Parent	
Fei Ying Huang	Member/ Parent	
Mei Tang	Member/ Parent	
Xiu Hong Zeng	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

Students will improve writing skills in ELA that will result in at least 70% of our students demonstrating progress on the teacher created assessment in May 2015.

Comprehensive Needs Assessment

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

Based on the results of the 2013-14 ELA standardized test, School Quality Guide (2013-14), Quality Review (2013-14), and school-based common formative assessments in reading and writing, we identified the strong need to build robust readers and writers. All students must be exposed to language development from different sources and context not just in ELA classrooms.

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 will use the results of their baseline assessment (either teacher created assessment or DOE Performance Assessment) to determine the subgroups of students for differentiated academic support.
2. Teachers will use the data to tailor instruction to meet the learning needs in the classrooms.
3. Teachers will create three writing performance tasks with emphasis on writing: ELA/ESL – argumentative writing, SS – DBQ and Science – Using evidence to support conclusion in scientific process. They will cross referencing with CCLS with aligned rubrics from DoE's performance assessment (SS and Science) and Writing Matters (ELA) with the support of an instructional coach and from the network literacy achievement coach.
4. There is a school wide initiative in which all content area teachers are to incorporate literacy strategies in their day-to-day lessons – ie, SEE (Statement, Examples, and Evidence) writing strategies, text coding, paired reading.

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

1. Administration, Teachers, Instructional coaches, common planning time / per sessions
2. Administration, Teachers, Instructional coaches, common planning time / per sessions
3. Administration, ELA, SS and Science teachers, instructional coaches, network literacy achievement coach; common planning time / per sessions
4. Administration, Teachers, Instructional coaches, common planning time / per sessions

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

1. baseline assessment: ELA – adapted assessment from Writing Matters SS and Science – DoE Performance Assessment
2. Lesson plans, student work, Inquiry process
3. Performance Assessment, grading rubric, student work. Shared student data via Google doc
4. Lesson plans, informal and formal observations, support from instructional coaches

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

1. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
2. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
3. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
4. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program

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

1. TL funds per session
2. Common planning time provided in teacher schedules and via SBO of 1 extended day block for teacher teams. Network support for LASW provided at no additional cost to the school.
3. Common planning time provided in teacher schedules and via SBO of 1 extended day block for teacher teams. Network support for LASW provided at no additional

cost to the school.

4. TL and TIF Grant fund salaries for coaches and demonstration 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).

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school hosts curriculum meetings in the fall.
- Classroom teachers will host at least one ELA workshop and one information session for parents around common core learning standards and state testing this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and an instructional coach will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

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

DoE Teacher Incentive Funds (TIF) for Peer Instructional Coaches (PICs) and demonstration teachers (DT)

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.

Improve achievement in mathematics of our students– at least 50% of our students and 28% of IEP students will achieve proficiency levels of 3 or higher as measured by the NYS Math Exam.

Comprehensive Needs Assessment

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

47.9% of our students and 25% of students with IEPs demonstrated proficiency on the 2014 NYS Math test.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will implement the rigorous research-based Connected Mathematics Program to develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning in: number sense, geometry, measurement, algebra, probability and statistics.
2. Teachers will incorporate common core standards in units of study.

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

1. Administration, Math Teachers, Instructional Coaches, Network Achievement coaches
2. Administration, Math Teachers / weekly common planning time/ per session

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

4. Lesson plans, informal and formal observations, student work, Common formative assessment results
5. Unit plans, lesson plans, student work,

6. Timeline for implementation and completion including start and end dates

1. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
2. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program

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

1. Common planning time provided in teacher schedules and via SBO of 1 extended day block for teacher teams
2. Common planning time as per #1; Network support for professional learning around supporting struggling math learners with no additional cost.

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).

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

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

DoE Teacher Incentive Funds (TIF) for Peer Instructional Coaches (PICs) and Demonstration Teacher (DT)

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.

52% of the English Language Learners will perform at the 75th growth percentile or higher on the ELA State Test.

Comprehensive Needs Assessment

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

Based on the results of the 2013-14 ELA standardized test, 2013-2014 NYSESLAT results, School Quality Guide (2013-14), Quality Review (2013-14), and school-based common formative assessments in reading and writing, we identified the strong need to build robust readers and writers. As a school with a large ELL population, students must be exposed to language development from different sources and context, not just in ESL classrooms.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. All ELLs will receive targeted instruction through content-classes and take the performance task assessment in writing three times a year.
2. The teaching and reinforcement of reading, speaking, listening and writing skills with the uses of diverse strategies and materials will be infused in all subject areas.
3. After school programs focusing on language development will be offered to ELL students only using the Title III funding

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

1. Administration, Teachers, Instructional Coaches; common planning time / per session
2. Administration, Teachers, Instructional Coaches; common planning time / per session
3. Administration, Teachers, Instructional Coaches; common planning time / per session

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

1. Performance Assessment, Lesson plans, formal and informal observations, support from instructional coaches
2. Curriculum map, unit plans, lesson plans, student work, team meeting notes, instructional artifacts
3. Lesson plans, student work and culminating products

4. Timeline for implementation and completion including start and end dates

1. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
2. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program
3. September, 2014 – June, 2015 for the instructional and evaluative aspects of the program

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

1. Instructional Coaches will provide teachers instructional support in targeted instruction with one-on-one coaching, and common planning time. Teachers will work as a content area team to design assessment during common planning time with the support of instructional coaches.
2. Various reading materials with multiple levels are purchased through the use of Title I and III funds. Online instructional supplemental materials such as Reading A to Z, Brain Pop, Khan Academy will be infused as regular instructional activities throughout the year. Instructional coaches will support content area teachers in implementing language development learning targets in lessons.
3. After school activities such as Exploring Chinatown History, Oral Speaking English Class with a focus of using academic language and Homework Help will be offered to ELL students using Title III grant.

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).

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

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

DoE Teacher Incentive Funds (TIF) for Peer Instructional Coaches (PICs)

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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.

4. Strategies/activities that encompass the needs of identified subgroups

6.

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

1.

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

1.

7. Timeline for implementation and completion including start and end dates

1.

8. 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
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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

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	For Lowest Thirds, this literacy support is in small group setting and focuses on developing students' reading comprehension and writing strategies after school. Students are chosen school wide to receive this service. For all students, Accelerated Reader will track student reading progress throughout the year.	Small group instruction for after school One on one conference with teacher	After school on Wednesdays, Thursdays / Fridays During ELA class time at least twice a week
Mathematics	For Lowest Thirds, this mathematics intervention support is in small group setting and focuses on developing students' number sense, basic computational skills and reasoning skills. Students are chosen school wide to receive the math intervention program after school.	Small group classes of approximately 10-15 will have valuable opportunities to focus on strengthening basic mathematical skills and knowledge that enhance their understanding for the grade level work. Teachers use workshop and guided practice models to provide opportunities where students will be able to practice various mathematical concepts and skills.	This mathematics support meets twice a week after school
Science	Pre-teaching / re-teaching of science concepts; strategies for informational writing / lab reports. Review of math / computational skills.	Small Groups for targeted instruction	During class After-school
Social Studies	Pre-teaching / re-teaching of social studies concepts; and strategies for informational writing / DBQs.	Small Groups for targeted instruction	During class After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small focus groups will come together and engage in activities using organizational strategies with a special planner and behavior modification; Students will implement organization skills completing personal portfolios, projects and homework assignments; Students will improve their social behavior using behavior modification activities.	Guidance counselor, social worker, or school psychologist meets with students either individually or in small group setting pending on the needs of the students.	Students will meet with the appropriate staff during school hours

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

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

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

Retention / Assignments

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

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).

- School has a structure with different components to support new(er) teachers:
- Mentors are assigned to support new teachers
- A full time and two part time instructional coach provide support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
- Content area teams collaboratively plan curriculum and units of study on weekly basis.
- Guidance counselors and social workers provide social and emotional support to all teachers. Professional learning such as workshops, after school small group learning is tailored for different teachers.

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.).

Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school. This includes:

- Title I fund is used to reduce class size in the ELA/ESL classes by hiring additional ESL certified teachers.
- Title I fund is used for supplies, equipment, and per session for before- and after-school activities including academic support and college enrichment programs
- Title III fund is used to after school activities including academic support and language development
- Fair Student Funding and NYSTL funds used to ensure all students receive access to technology resources on a daily basis

- Contract for Excellent funds are used for teacher per session for designing assessments and rubrics, a guidance counselor for supporting students emotionally and socially.
- Funds for services for students in Temporary Housing and Fair Student Funding are used in school supplies. In addition, the funds are used for a school aide serving as a liaison between school, home and Temp housing staff.

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.).

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.

Teachers at MS 131 work in collaboration in designing and selecting appropriate multiple assessment measures. This includes:

- Teachers in content area teams design two to three common formative assessments and grading rubrics that are indicators of student performance and how instruction should be aligned to better meet the learning needs throughout the year.
- Teachers in content area teams will collaboratively plan end of unit projects or assessment.

Teachers at MS 131 participate in professional development in these following ways:

- Teachers develop their professional goals around assessment driven instruction. Based on these goals, instructional coaches and school leaders will design differentiated professional learning plans to address their needs.
- Teachers will ask to share their feedback via PD evaluation each time.
- Teachers have options on the type of professional development they will receive: one on one coaching, open time session on as needed basis, thinking partners to plan for new instructional practices and peer visits.

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).

Dr. Sun Yat Sen Middle School 131

100 Hester Street, New York, NY 10002

☎(212) 219-1204 ☎(212) 925-6386

PHYLLIS TAM, *Principal*

Parent Involvement Policy (PIP)

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;

Dr. Sun Yat Sen Middle School 131
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. MS131 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. MS131 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. MS131 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.

DBN: 02M131

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$292,832.10	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$25,584.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,629,719.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

DBN: 02M131

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$292,832.10	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$25,584.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,629,719.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To

consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 131
School Name Dr Sun Yat Sen Middle School 131		

B. Language Allocation Policy Team Composition [i](#) 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 Phyllis Tam	Assistant Principal Alice Hernandez
Coach Carren Halton	Coach Susan Cheng
ESL Teacher Ourania Pantazatos	Guidance Counselor Min Jie Lee
Teacher/Subject Area May Ling	Parent Zhen Xie Chan
Teacher/Subject Area Yi Yu	Parent Coordinator Kee Cheung
Related Service Provider Fung Chu Lee	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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)	439	Total number of ELLs	179	ELLs as share of total student population (%)	40.77%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	117	ELL Students with Disabilities	29
SIFE	12	ELLs receiving service 4-6 years	52	Long-Term (completed 6+ years)	11

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	69			0			0			69
Dual Language										0
ESL	50		11	50		18	11		3	111

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	119	0	11	50	0	18	11	0	3	180
Number of ELLs who have an alternate placement paraprofessional: _____										

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							9	15	45					69
SELECT ONE							0	0	0					0
SELECT ONE							0	0	0					0
TOTAL	0	0	0	0	0	0	9	15	45	0	0	0	0	69

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3	3					7
Chinese							27	50	25					102
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	0					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	29	54	28	0	0	0	0	111

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)							14	29	31					74
Intermediate(I)							6	12	20					38
Advanced (A)							18	28	22					68
Total	0	0	0	0	0	0	38	69	73	0	0	0	0	180

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	9	0	0	33
7	38	3	0	0	41
8	49	6	0	0	55
NYSAA Bilingual (SWD)	3	0	0	0	3

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	17		15		9		2		43
7	16		22		11		5		54
8	18		27		21		7		73
NYSAA Bilingual (SWD)	3		0		0		0		3

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3	0	17	12	6	38	0	4	80

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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	23	18	19	13				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our ESL teachers use the Reading A-Z program to assess the students reading levels, which align with the Fountas and Pinnell reading levels. The running records help the teachers assess the students' nonfiction independent reading levels. This information gathered is used to group students for ESL classes. Teacher use this information to set goals, plan their lessons and measure progress during the

school year . Students reading levels are assess at the beginning of the school year, in January and in June. This information is shared with the content area teachers to support students understanding of the subject. Teachers use this information to pick reading materials that are appropriate for students and differentiate instruction. Students are also informed of their reading levels and know how to pick appropriate reading materials.

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

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

That a total of 18 students passed the NYSESLAT this year.

In the 6th grade 16 students are at the advanced level (12 Regular Education, 4 Special Education), 6 students are on the intermediate level (4 Regular Education, 2 Special Education) and 13 are at the beginner level (11 Regular Education, 2 Special Education)

In the 7th grade 27 students are on the advanced level (18 Regular Education, 9 Special Education) and, 10 students are on the intermediate level (4 Regular Education, 6 Special Education) and 28 are at the beginner level (18 Regular Education, 10 Special Education).

In the 8th grade 20 students are on the advanced level (18 Regular Education, 2 Special Education) , 18 students are on the intermediate level (18 Regular Education, 0 Special Education) and 31 are at the beginner level (29 Regular Education, 2 Special Education).

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](#))

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

4. For each program, answer the following:

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

do not have this data

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](#).)

N/A

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

At MS 131 we have a large bilingual population that allows us to create ESL classes and bilingual classes. Students are grouped but Newcomers, Beginners, Intermediate and Advance. Students that are newcomers and beginners are place in a bilingual class together, intermediate go in another bilingual class together and advance students go to an ESL class together. Each class is assigned two ESL teachers, the teacher meet and test and subdivide the class into the low and high of each level. ESL classes are more aligned to the ELA curriculum to ensure the easy transition of the students. The newcomers, beginners' class works more on teaching students listening, speaking, reading and writing at more basic levels, while the intermediate class goes to a more advanced levels. These levels are determined by the reading levels of the students. ESL classes receive all their instruction in ESL using ESL methodologies to support the students' learning. In the bilingual classes students receive math, social studies, science in Chinese and English using the percentage scale. They also receive Chinese Language Arts. Students in the ESL and bilingual classes are integrated for Arts, Physical Education, Enrichment and Advisory.

7. For dual language programs, answer the following:

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

N/A

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

At MS 131 we look at the results of the NYSESLAT to determine the amount of students that have pass the test and get moved to regular education classes. We also use the NYSESLAT data to determine student progress during the three years at our school. Another source we use is the ELA test to assess the growth of our ELLs.

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](#).)

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

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

All students whose parents indicate that another language is spoken at home other than English are administered the Lab-R, Spanish speaking students also take the Spanish Lab R, Chinese students take the Chinese Screening Test to determine performance in the mother tougue) and parents are informed in their language beforehand. Tests are hand scored within ten days. Copies of the answer grids are kept until the student appears on ATS. Parents are informed if their child is entitled or not to bilingual services. All letters are translated in the parent's native language.

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

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

In the admission office at MS 131 the parents have an understanding that their child takes the Lab-R because on the parent survey they indicate that their child speaks a language other than English. The parents watch the video that is provided by the Department of Education online in the parent's native language. The video explain the programs and their right. The parents are given further information about the three programs that are available by the assistant principal with a staff member who speaks the native language of the parent. The parents leave with an understanding that the Department of Education has three programs. These programs are Transitional Bilingual, Dual Language and Freestanding ESL. The school staff explains the whole process to the parents. Translations are always provided from registration to orientation. The process is completed within ten days.
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 [\[see tool kit\]](#).)

Parents fill out the Parents Survey and the Program Selection form and they select the program they want their child to participate in. The forms are collected and the office staff keeps a record as they are returned. We also have an ongoing goggle document which helps us keep track of our newly admitted ELLs. This running record is used to open new classes and programs once they are

- 15 new students. Parents are then send home a placement letter indicating what program their child was placed in. Entitlement and placement letters are placed in the cumulative folder and in a compliance binder.
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.
At MS 131 the continued entitlement letters are mailed out to the parents at the beginning of the school year. The criteria used to place a student that has just arrived and has been identified as an ELL is the Home Language Survey, the entitlement letter, the Parent Survey, the Program Selection form and update the ELPC screen on ATS within 20 days. This is done by the assistant principal with a staff member that speaks the parents' native language. Staff members are available for further translations and assistance as needed.
 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.
At MS 131 we begin by printing out the reports on ATS that identify our ELLs and cross reference with the ESL teachers. Once all students are identified ESL teachers meet to schedule the speaking section of the test. They test each other's students. The ESL coach tests students that are in regular monolingual classes receiving services for ESL pull out services. The listening, reading and written parts of the test are schedule school wide by the assistant principal. ESL teachers and bilingual teachers test the ESL and bilingual classes according to the time, date and location on the schedule. The regular education students go about their regular schedule however the students don't move the teachers go to their classrooms.
 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 the Program Selection Forms 90 % of the parents prefer the Transitional Bilingual program. It has been our experience that parents of students that are newly arrived from China prefer the Transitional Bilingual Program. However parents' of students who have been in other American schools prefer the Freestanding ESL model. Yes our program models are aligned with the parents' request. We are currently able to provide both the Transitional Bilingual Model and the Freestanding ESL model due to our large number of ELLs.

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])?

Our Transitional Bilingual Model and the Freestanding ESL model are departmentalized, students travel together as a group and are group homogeneously. In our special education model students are self-contained and grouped heterogeneously.
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)?

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

All transitional bilingual classes are assigned two ESL licensed teachers who divide the class into two groups to provide 8 periods of ESL a week. All content area classes are taught by content area teachers with a bilingual extension using the language allocation percentages. Beginners and intermediate students receive 360 minutes a week in ESL and advance students receive 180 minutes in ESL, 180 minutes in ELA and three 45 minute periods of Native Language Arts.
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.

Students in the ESL freestanding program receive instruction in English in the content areas using scaffolding to support the understanding and development of the language. In Social Studies and Science the teachers use pictures, graphic organizers, Venn diagrams, T-charts and technology to scaffold the learning. Students use the writing process to draft, edit and publish their work. Bilingual dictionaries and word study support scaffolding strategies used in class. Teachers also provide visual aids such as pictures, photographs, diagrams, charts documents and videos to support the learning. Sentence starters and modeling also play an important part in the everyday lessons and procedures. Teachers have also been trained in using reading in the content areas where students reading levels are shared by the ESL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels. Teachers provided reading materials on different reading levels of the same content. Teachers' front load the new vocabulary before reading reread and annotates while reading and summarizes and respond after reading. In mathematics students work in groups and use manipulative to understand the concepts. Students will summarize what they have learned and what they are struggling with at the end of a session. Students in the bilingual program receive instruction in Chinese in the content areas using the language allocation policy percentages recommended supporting the understanding and development of the English language, while maintaining the Chinese language. Teachers have also been trained in using reading in the content areas and citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text (CCLS). Students reading levels are shared by the ESL teachers and workshops have been provided to help content teachers understand the meaning and implications of these different abilities and levels have in the understanding of the content materials.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the bilingual classes students are tested in the language of instruction; students are offered the option of taking the state test in English or having both, the English and the Chinese or Spanish test. These tests are requested by the content area teacher for their students and provided on the testing date. Students are assessed informally through their responses to text and through journals. Students write their native languages and use English more and more as the year goes by. When students arrive at our school they take Chinese Language Arts test that gives students and teachers the level of Chinese students enter with and at the end of the school year they take the State Chinese Language Arts exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL Department meets once a week every week, during this time teachers have worked on a curriculum that addresses listening, speaking, reading and writing needs of our ELLs. This has been an ongoing document developed to address the new comers, beginners, intermediate, and advance levels of ELLs. The principal, assistant principal and ESL coach visit the classrooms ongoing throughout the school year and conference with the teachers after visits.
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. Students that are identified are SIFE receive extra help in English during extended day for 37.5 minutes Tuesday through Thursdays. The curriculum used is developed by our ESL department lead by our ESL coach.
 - b. Students that have been in the country less than three years receive conversational English classes after school two hours a day, two days a week by a licensed ESL teacher.
 - c. Students that have been in the country four to six year participate in the after school immigrant program meeting twice a week for two hours each day to learn English through an immigrant curriculum which has been developed by our ESL teachers and modified each year to meet the needs of the current group.
 - d. Students that have been ELLs for six or more years are also invited to participate in the Immigrant program; they are also targeted during the day for ESL enrichment three times a week by a licensed ESL teacher.
 - e. All former ELLs are moved to provided with time and half during testing. The current teachers have been trained to identify these students and scaffold class materials to ensure their engagement in class.

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?

All teachers use ESL methodologies embedded in a balance literacy approach. Instructional practices include shared reading, guided reading, read aloud, think aloud, independent reading, journal writing, writers' notebooks, read and retell, modeling, active listening, and speaking, presentations and reading celebrations. The teachers use the Teachers' College Reading and Writing Workshop model. Teachers use the benchmark assessment from Reading A-Z this program to determine students' reading levels which is aligned to Fountas and Pinnel system. Teachers use this data to put students in instructional group. The data is reviewed three times a year. Teachers also use conferring notes to monitor their abilities and plan instruction.

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

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?

Our Bilingual Special Education teachers attend our ESL Department which meets once a week every week, during this time teachers have worked on a curriculum that addresses listening, speaking, reading and writing needs of our ELLs. This has been an ongoing document developed to address the new comers, beginners, intermediate, and advance levels of ELLs. One of the programs we use to address the needs of our SWD is Reading A-Z this program address all reading levels and provides activities that address the independent levels of the students with special needs. The program also has a benchmark assessment which is given by the teachers to measure students' progress throughout the school year. Our ELLs with special needs are also mainstreamed for arts, physical education, advisory and enrichment where they share the same curriculum as the general education population. In these classes students work in groups and partnerships. There is collaboration amongst the students to complete a task, project or game. All students participate in celebrations, such as Halloween, Thanksgiving, awards ceremonies and high school fairs where they interact with their grade level peers in English.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:	Chinese			
Chinese				

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

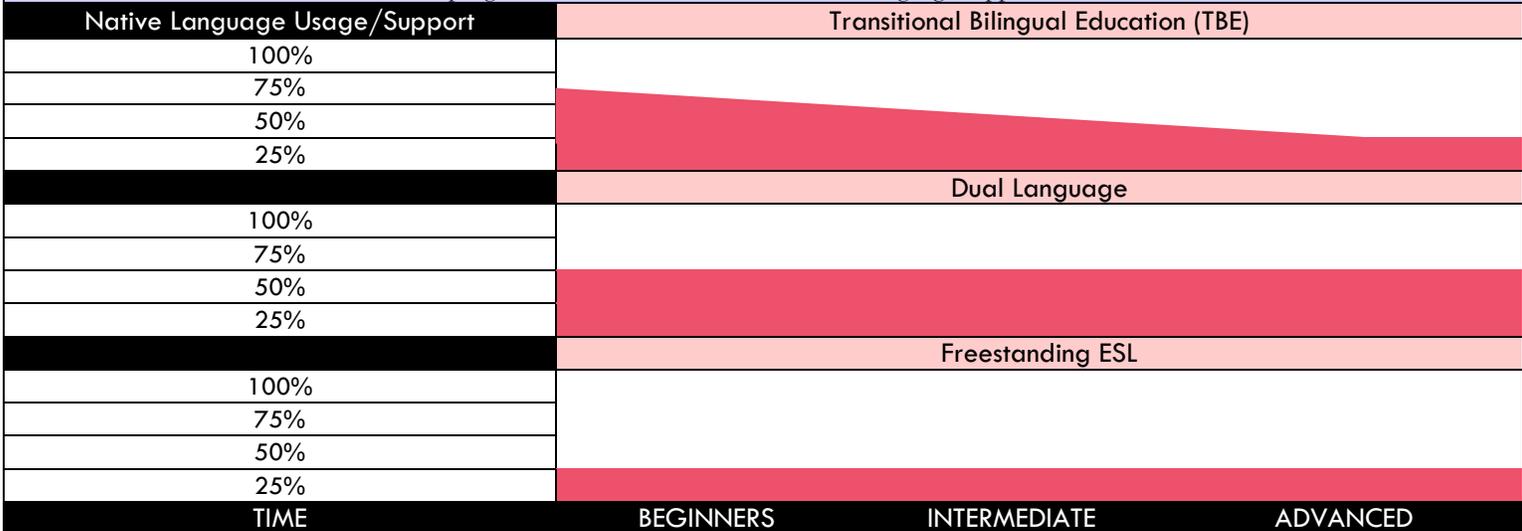
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
- Our targeted population is long term ELLs in regular education classes. These students will receive ESL pull out by an experienced ESL teacher who works on reading and writing strategies and prepares students to pass the NYSESLAT exam. Another strategy we will continue to use is to align the mathematics, science, social studies and ELA curriculum for ELLs and non ELLs. Bilingual teachers and regular education teachers will plan together once a week by content; as a result teacher will continue the development of curriculum maps, units and lessons where the needs of our ELLs population are met. In mathematics we will all be using the same curriculum but for our ELLs material will be scaffold and translated into Chinese by the mathematic teachers to meet the needs of the students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At MS 131 we have a large bilingual population that allows us to create ESL classes and bilingual classes. Students are grouped but Newcomers, Beginners, Intermediate and Advance based on the NYSESLAT data.. Students that are newcomers and beginners are place in a bilingual class together, intermediate go in another bilingual class together and advance students go to an ESL class together. Each class is assigned two ESL teachers, the teacher meet and test and subdivide the class into the low and high of each level. ESL classes are more aligned to the ELA curriculum to ensure the easy transition of the students. The newcomers, beginners' class works more on teaching students listening, speaking, reading and writing at more basic levels, while the intermediate class goes to a more advanced levels. These levels are determined by the reading levels of the students. ESL classes receive all their instruction in ESL using ESL methodologies to support the students' learning. In the bilingual classes students receive math, social studies, science in Chinese and English using the percentage scale. They also receive Chinese Language Arts. Students in the ESL and bilingual classes are integrated for Arts, Physical Education, Enrichment and Advisory.
11. What new programs or improvements will be considered for the upcoming school year?
- We are going to continue training our ESL teachers with the Wilson program to help our ELLs that are struggling reading, and our ELLs with disabilities. We will also maintain and improve our units through the integration of formative assessments and the use of data to drive our instruction
12. What programs/services for ELLs will be discontinued and why?
- As of now we do not plan to discontinue any services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs represent approximately 63% of our school population. They fully participate in the programs the school provides. The ELLs take part in all school events, assemblies, and celebrations. There are Halloween, Thanksgiving and Chinese New Year celebration, as well as, field day and trips, such as, the senior trip in June. The students belong to the student government and peer mediation. All correspondence letters and announcements are translated for the student and the parents
- Students have joined the handball and volleyball afterschool program on Wednesdays. Student who will take the ELA exam have extended day. Students in the beginners and intermediate levels participate in the afterschool Chinese Immigration Program and an Conversational English program on Tuesdays and Thursday. Other students will participate in the cooking club and base guitar programs. These are all supplemental programs for our ELL students to use their English in other setting and disciplines.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have full access to technology in all their classes where computer charts are available, and smart boards are in every classroom. In ESL students use the laptops to research nonfiction topics, as well as, to type their final drafts. Some students use Google translate for individual words. All ESL teachers have leveled libraries and for afterschool book clubs, leveled books are provided to support the ELLs' reading levels through Reading A-Z, an online program. In the content areas teachers are provided with dictionaries and content area books for classroom libraries. The teacher usually reads aloud the text as a share reading experience. The goal is for the students to hear the language and make connections to the written words and phrases. Students then have the opportunity to practice reading strategies and responses.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered three times a week for 45 minutes through our Chinese Language Arts class for bilingual class. Chinese is also used in the content areas to deliver instruction using the percentages suggested by the department of education. In the ESL program Native Language art is delivered in form of an elective class for students three times a week for 45 minutes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Services are not only age appropriate for our junior high school kids but also language appropriate. At MS 131 we have a bilingual Chinese counselor and a bilingual Chinese social worker and a bilingual Spanish counselor and bilingual Spanish social worker. Our support services staff is bilingual and has many years of experience working with ELLs.

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.

Students and parents are offered an orientation in both languages. Invitation letters that are sent home are in both languages. Incoming students have the opportunity to go on a tour of the building with a staff member. New students will also be paired up with a student in their class who will explain the schedule and who will walk them around the building to important destinations. The students will also receive a planner that is in Chinese. This planner explains important rules and regulations, as well as, important tips on how to succeed at MS 131. Some examples are the getting organized, ready to learn, text coding and SEEK (how to write a strong and clear paragraph)

18. What language electives are offered to ELLs?

Our ELLs have electives that meet three times a week. One of the electives is Chinese Language Arts and the othe language elective is Rossetta Stone in the technology lab. Students pick their electives and the change electives yearly.

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)?

N/A

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. At MS 131 all ESL teachers meet once a week with the ESL coach and the assistant principal. This year the focus is on the development of the ESL units, formative assessment, implementation and evaluation of the reading A-Z program and using data to drive instruction. Our content bilingual content teachers will be receiving going training on the use of reading in the content areas, scaffolding for ELLs and using data to drive the instruction. All staff will receive scaffolding strategies for reading and using data to drive instruction.

2. Teacher will receive professional development by the ESL coach throughout the year as they work on planning and developing the curriculum units using the CCLS.

3. ELLs transitioning into high school are provided with support through the advisory curriculum design to support students through this process. All advisory teachers are provided with a copy of the curriculum at the beginning of the school year. Students are also provided with a bilingual counselor and social worker that meet with them to support this process. Social workers and counselors attend all citywide PD provided in order to maintain students updated with the most current information. Staff is provided with a curriculum developed by our bilingual social worker for their advisory period and PD to support the curriculum provided.

4. Staff will receive training in scaffolding reading in the content areas with Laura Robb, a reading specialist. All staff will receive scaffolding strategies for reading and using data to drive instructions. Attendance will be taken and teachers will be provided with a folder of materials. A document on google will be provided where teacher will keep the data collected and it's analysis.

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. MS 131 has a fully functional bilingual parent association that meets every first Thursday of the month. Our bilingual parent coordinator mails home a monthly Parent Newsletter to keep parents informed of all events and meetings. An example of one of our yearly events is our Thanksgiving potluck where parents cook and come to school to share the traditional Thanksgiving dinner with their children's class. We have an automated phone service that informs parents about absences in extended days as well as the regular day, school closing and Parent-Teacher conferences in both languages. We also hold a High School Fair for our 7th and 8th grade parents with bilingual translations. We have a Meet the Teacher night at the beginning of the year, where teachers in all grades present the curriculum in both languages.

2. Yes, the partnership with Health Plus helps newcomers with their medical insurance and with medical check-ups for their children. Our parent coordinator also distributes the SES forms and is available for translation. The YMCA supports our parents with many programs as well. The New American program by the YMCA offers beginners, intermediated and advanced ESL class, Conversational English, computers, and citizenship classes. Translation services are available in our school at all times. Our Parent Coordinator speaks Chinese, Spanish and English. Our office staff also helps translate for Spanish speaking parents.

3. The parent association and parent coordinator survey the needs of the parents and communicate with the principal. The DOE parent surveys are reviewed to evaluate the needs of our parents. The parent coordinator attends PTO meeting for translation. The parent coordinator helps teachers, who do not speak the parents' languages, contact the parents for various reasons, such as student performance. The guidance counselor also attends meeting and is available for translations.

4. One example is our yearly high school fair which services our bilingual parents, who are working and can't be visiting the different high school in the city to help their children in the selection of an appropriate high school. Parents are invited to participate in our Thanksgiving celebrations. They are also invited to our music performances and dances performances. All correspondences are translated.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: MS 131

School DBN: 02m131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Tam	Principal		11/24/13
Alice Hernandez	Assistant Principal		11/24/13
Kee Cheung	Parent Coordinator		11/24/13
Ourania Pantazatos	ESL Teacher		11/24/13
David Tang	Parent		11/24/13
May Ling	Teacher/Subject Area		11/24/13
Yi Yu	Teacher/Subject Area		11/24/13
Careen Halton	Coach		11/24/13
Susan Cheng	Coach		11/24/13
Ming Yee Lee	Guidance Counselor		11/24/13
Yuet Chu	Network Leader		11/24/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M131 School Name: Dr Sun Yat Sen

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

In-school oral interpretation services will:

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

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

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

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



Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

Program #1: Oral Speaking Class

The necessity of this after school program grows out from two sources: the results of the 2013-2014 NYSESLAT results and teacher observations. During observations for teacher evaluation, there was a noticeable pattern that many of our ELL students did not volunteer to speak. They spoke only when directed by their teachers. The language used in their speeches could incorporate more of the academic vocabulary. Secondly, 52 % of our ELL students are at the beginner and intermediate levels in the Speaking and Listening Sections of the NYSESLAT. Therefore, we want to strengthen their speaking and listening skills by creating an oral speaking class after school to support their growth in these two essential areas with the use of academy vocabulary.

The oral speaking class will primary focus on building fluency in speaking and listening. Students will role play different scenarios where they will take turn to speak and listen with specific academic vocabulary included. The second goal of this class is to develop their communication skills where students will build language that specifically prepare them for social interactions with others in the context outside of their school lives. There will be two different classes each week; a section for beginner level on Wednesdays and another section for intermediate level on Thursdays. These sections will be in 90 minute blocks from 3:00-4:30pm. Sessions will begin on October 8, 2014 until June 3, 2015, a total of 27 weeks. These classes will be instructed by a certified ESL teacher.

Program #2: Exploring Chinatown History

Twenty intermediate and advance level English language learners will participate in a community documentation project through animation and videography where the students will peruse videos and photographs from the Museum of Chinese in the Americas collection and be introduced to the ways in which photographs and videos function as historical documents. Through a guided inquiry study with a focus on learning, critical thinking, and problem solving, the students will begin to interpret photographs for use in understanding the Chinese community, its people, places and events as well as to build on literacy and social studies skills by utilizing reading, writing, listening, and speaking as tools for learning English. Mathematical skills will also be used when they utilize real life math strategies to plan the layout for their culminating projects and design their photograph exhibit. The materials and supplies needed for the culminating project that will be funded by Title III money are consumable supplies such as batteries, ink cartridges, photo paper, trade books, etc. In line with the school's instructional practice, the after school program will also implement instruction in small groups where the ESL methodologies are embedded in a balanced literacy approach. The class will have a ESL teacher and a math teacher to

Part B: Direct Instruction Supplemental Program Information

provide small group instruction, in literacy and math to ensure that the individual needs of the English language learners are addressed. These two teachers will collaboratively plan lessons for the after school program.

The focus will primarily be on the documentary film making and animation as a way to study the community. Students will research the Chinatown community, explore the components of filmmaking and animation, and discuss the process of storytelling through film making and the ideas or opinions filmmaking and animation express. Students will learn how videography and animation can inform them about the history and transformation of the Chinatown community. They will use videos and photographs from present day to compare and contrast the past and present Chinatown community to help in understanding the transformation of the people and its community. The students will produce written scripts for the film to help them better understand how pictures can tell stories. The focus for this curriculum will primarily be on film making and animation as a way to study the community. They will learn that film making and animation can be an essential tool for making their community more meaningful. The students will learn the skills and techniques for preserving and presenting their community stories through film making and animation. They will learn to conduct interviews, the art of good questioning techniques, different types of questions, interviewing techniques, and interviewing protocol in English. The group will meet with two certified teachers on Thursdays and Fridays from 3:00-5:00 for a total of 27 weeks beginning October 8, 2014 until June 3, 2015.

Program #3: Reading A to Z

The third program will be Moving Forward in English Achievement. Many of our working parents have requested academic support for their children in English class. These are immigrant parents who don't know English and cannot provide their children with the help they need at home, as a result we created an English achievement class. This class will be using a program called Reading A-Z . This is an online leveled reading and writing program by Scholastics that allows students to continue working on improving their English and supporting the work that is done during the school day. The teacher is able to identify students' needs and target them using this online program. The program also provides listening, speaking, reading and writing practice. It records students work and allows for the teacher to monitor student progress. This class will be held on Fridays from 3:00 to 5:00 for a total of 27 weeks between October 8, 2014 and June 3, 2015. This program will be available to 6th and 7th graders on beginners and intermediate levels. The assigned teacher is a certified ESL teacher trained on the Reading A-Z program.

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:

Teachers who services ELL students will engage in two inquiry cycles that are similar to Instructional

Part C: Professional Development

Rounds. They will collaboratively explore and identify a problem of practice and develop a theory of action to test their hypothesized theory. The cycle will include collaborative lesson design, lesson study type class visits and debriefs, analyze data and examine student work, and revising instructional strategies. The inquiry cycle consists of the following:

Step 1: Identify the problem of practice - a practice or area in which teachers genuinely don't know how to do and are trying to learn more about and get better at.

Step 2: Design a theory and plan of action: In this step, teachers will explore and examine different perspectives such as the desirable learning outcomes. At the end, the group will specify outline a teaching strategy that will impact on student learning. The teaching strategy also includes a number of key actions in which teachers will take to accompany the teaching strategy.

Step 3: Design a lesson: Based on the key actions and teaching practice derived from the problem of practice, teachers will collaboratively craft a lesson (similar to lesson study) for study.

Step 4: Lesson Study Type Class Visits and Debrief: A teacher from the team will facilitate the lesson while others will observe with specific tasks in mind. The group will then debrief afterward with artifacts in hand to examine the impact of this tested teaching practice in student learning.

Step 5: Revise the lesson and reteach: Followed by the debrief, the team will revise the lesson based on what they learned. Another teacher will reteach the newly modified lesson once more time.

Step 6: Debrief and Develop a local effective practice: The team will examine what they learned from the second class visit and determine how the teaching strategy is best to use so it can become a local practice for the entire school community.

Each cycle will last appropriate eight to ten weeks that happens on Mondays' professional development blocks and their content area planning times 45 minutes a week. The first cycle is between November to January, and the second one will go from March to May. The principal will facilitate the first inquiry cycle. The subsequent one will be facilitated by Ms. Caren Halton, an instructional coach.

Literature we will use in this inquiry process includes but not limiting to:

Instructional Rounds in Education: a Network Approach to Improving Teaching and Learning (Paperback) by Richard Elmore, Dr. Elizabeth A City and etc.

Leading Lesson Study: A Practical Guide for Teachers and Facilitators by Melinda Leong and etc.

The Inquiry Cycle (<http://www.inquirycycle.appspot.com/>)

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

Part D: Parental Engagement Activities

Begin description here:

Our parental involvement will manifest in different ways:

First we began with parents being surveyed during the monthly parents' meeting to get feedback that we could use in creating our afterschool programs. As a result we have created two programs to address these suggestions of the parents. In June parents will be surveyed again to determine their opinion on the programs and their success.

Parents are invited to attend the neighborhood walks and museum trips throughout the year with their children participating in the Exploring Chinatown History program. They will be invited to the closing of the Exploring Chinatown History program where students will show their video, explain how the documentary, the process they take to produce such artifacts and what they learned about the history of Chinatown and people who lived in the community. Questions will be planned for parents to ask their students as a part of the interactive component.

Parents are invited to the oral speaking class where their children will demonstrate what they learned through skits and scenarios. In addition, students in the program will teach parents how to hold a short conversation piece as a part of the interactive component.

Parents are invited to the Reading A to Z program where students will demonstrate to the parents how to use to program. In return, the parents will have an opportunity to read a book with their children.

These events is scheduled for June 10th, 2015 and will be followed by a small celebration. Parents will be offered with appropriate language and interpretation service so that they can participate in these events in a meaningful way.

The school will also offer a variety of workshops for ELL parents to learn more about the high school application process, Common Core and the ELA, Math and NYSESLAT state exams, adolescent development throughout the year.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

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.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____