

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**01M184**

**School Name:**

**SHUANG WEN SCHOOL**

**Principal:**

**IRIS Y. CHIU**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: PreK-8 School Number (DBN): 01M184  
School Type: District School Grades Served: Pre-K to 8  
School Address: 327 Cherry Street, New York, NY 10002  
Phone Number: 2126029700 Fax: 2126029764  
School Contact Person: Iris Y. Chiu Email Address: IChiu@schools.nyc.gov  
Principal: Iris Y. Chiu  
UFT Chapter Leader: Barbara McClung  
Parents' Association President: Judy Parker / Judy Tom Wong  
SLT Chairperson: Karen Poeppel / Lisa Jones  
Student Representative(s): N/A

**District Information**

District: 1 Superintendent: Daniella Phillips  
Superintendent's Office Address: 166 Essex Street  
Superintendent's Email Address: DPhilli@schools.nyc.gov  
Phone Number: 212-353-2946 Fax: 212-353-2945

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Gross  
Network Number: 408 Network Leader: Lucius Young

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Iris Y. Chiu	*Principal or Designee	
Barbara McClung	*UFT Chapter Leader or Designee	
Judy Tom	*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	
Karen Poeppel	Member/ Parent	
Lisa Jones	Member/ Parent	
Skye Stein	Member/ Parent	
Maria Liu Wong	Member/ Parent	
I-Hsing Sun	Member/ Parent	
Lauren Phillips	Member/ Staff	
Steven Gladden	Member/ Staff	
Yvonne Chin	Member/ Staff	
Mee Kwong	Member/ Staff	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents,                 </li> </ul>	

students and administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Shuang Wen School Mission Statement:

Shuang Wen School incorporates a dual language and dual culture approach with parental involvement and community support to prepare our children to attain the highest standards in an increasingly global society.

Shuang Wen School has been building a “50-50 Two-Way Total Immersion Chinese-English Dual Language” Program one grade at a time since 2011. For the school year 2014-2015, our Dual Language Program has grown to include grades K to 4. Shuang Wen School has a partnership with SWAN – Shuang Wen Academy Network – to provide a Chinese Language After School Program for our students as an enrichment program to our students and families who are interested in advancing their study in Mandarin Chinese. This school year, we have also partnered with APEX for Youth After School Program to provide academic support and life skills in youth development to support our middle school students, grades 6-8.

The strengths of the school are parent involvement, commitment to students’ academic learning, and high academic performance across all subject areas. For the second year in a row, Shuang Wen School has been recognized as a “Reward School” by the New York State Department of Education, acknowledged as a school with success in closing achievement gaps and educational excellence. 69% of Shuang Wen students met grade standards in the NYS CCLS Standardized ELA tests, while the New York City average was 28%. 84% of our students met grade level standards in NYS CCLS standardized Math tests, while the NYC average was 34%. The ELL and English-dominant students in our Dual Language Program classes out-performed English-only monolingual classes in both NYS CCLS Standardized ELA and Math tests.

Challenges we have been facing are the complexity of implementing a Dual Language program school wide. This program has received a mixed reception, including some parents who want more English in the curriculum. Other issues include 1) finding Dual Language certified teachers, 2) procuring Common Core aligned resources in Chinese, and 3) difficulty in recruiting and retaining students with special needs to meet the target percentage of students with IEPs set by the DOE. Another challenge is that we have a school community that is in need of being rebuilt with trust, communication and cooperation.

There has been positive growth in parent involvement; for example, in the completion of parent surveys (86% compared to 64% the year before), and an increase in satisfaction of the school’s core instruction (90% satisfactory compared to 84% the year before). A key area of focus is furthering the collaboration within the school community. On the instructional front, based on teachers’ input, we also need to improve students’ written expression, especially in grammar and writing skills.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2014 ELA CCLS standardized assessments and Quality Review, there appears to be a need to improve students’ writing skills. The most recent Quality Review also indicated that the curriculum – chosen and created by teachers – needs to be better aligned with Common Core Standards. Finally, there is also a need to address integration and alignment of the English and Chinese curricula.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will strengthen our English and Dual Language curricula in the following areas:

- Students’ written English expression, with considerable attention to grammar and spelling, in order to foster excellence in written communication, with 80% of students showing improvement based on the CCLS-Aligned End of Unit Project-Based Performance Task Assessment
- Acquiring and enhancing educational materials for the Dual Language (Mandarin/English) program, with Dual Language classes’ (K-4<sup>th</sup> grades) having 95% of necessary instructional material in Chinese aligned with Common Core Standards and the English CCLS curriculum

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Form SLT Curriculum Committee to research best practices on curricula:               <ul style="list-style-type: none"> <li>○ English writing (grammar/writing programming)</li> <li>○ Dual Language materials (books that support content subject learning in Chinese complementary to Common Core and CCLS)</li> </ul> </li> </ul>	Teachers/ Parents	Sep 2014 - June 2015	SLT Curriculum Committee (including parent representatives)
<ul style="list-style-type: none"> <li>• Address special education students’ needs in ICT classes (K-7<sup>th</sup> grades) by providing:</li> </ul>	Students	Sep 2014 - June 2015	School Administrators,

<ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Social-emotional support through counseling</li> <li>○ Peer support (mixing high-performing with special needs students)</li> <li>○ After-school program tutoring</li> </ul>			Teachers, Guidance Counselors, Paraprofessionals and School-Based Support Team
<ul style="list-style-type: none"> <li>● Contract consultant from Southern Cross Consultants to train, coach and work with teachers (English and Dual Language teachers) to developed CCLS-aligned curricula using the format of “Understanding by Design”</li> </ul>	Teachers	Sep 2014- June 2015	Grade Team Leaders, Literacy Consultant from Southern Cross Consultant
<ul style="list-style-type: none"> <li>● Provide time, training and resources for teachers to continue updating and recording their CCLS-aligned curriculum in ATLAS, a digital platform for curriculum mapping</li> </ul>	Teachers	Sep 2014 – June 2015	Teachers, Grade Team Leaders, and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>● Tax levy for hiring Special Education Teachers, Guidance Counselors, and Paraprofessionals</li> <li>● NYSTL for purchasing books in grammar and writing techniques, and Chinese content subject-based trade books</li> <li>● Title I (Professional Development) fund for purchasing professional learning books/research</li> <li>● Contracting consultants from Morningside Center for Social Emotional Learning and Southern Cross Consultants for Curriculum Development</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>● Grant from Kellogg Foundation for Professional Development</li> <li>● Smart School Leaders Grant from Morningside Center</li> </ul>									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>● Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>● Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>● Complete Mid-Year Benchmark Assessments using the teacher-created Performance Task Writing Assessment Rubrics per CCLS-aligned Writing Prompt Assessments by February 2015</li> <li>● Complete and align the teacher-created curriculum in ATLAS with Common Core Learning Standards with benchmark assessments for all units up to February 2015</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>● Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 school survey, students, parents and staff felt safe, supported and challenged by their teachers and peers. However, students expressed a lack of choices and options in terms of school programs (e.g. only 50% students surveyed believe the school offered enough variety of programs). The students prefer having more extra-curricular programs such as theater, sports, and art, instead of mostly academically focused programs.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will:  
 Cultivate a supportive environment for students, parents and teachers, through a school wide (and classroom) culture of emotional learning, where more than 60% of classes implement and practice the 4R curriculum – Reading, Writing, Respect and Responsibility – in their humanities instructional periods  
 Provide at least 3 non-academic focused enrichment programs, such as Shadow Box Theater program, Lion Dance class, Kong Fu class, Art studio class etc. in the After School Program that support Social Emotional Learning and Youth Development

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide training/ professional development and coaching to all teachers about the 4R curriculum and the Social Emotional Learning</li> </ul>	Teachers	Sep 2014 – June 2015	SEL Coach from Morningside Center, School Administrators, and Teachers
Learn, discuss, and practice Social Emotional Learning and Intelligence during designated SEL periods (Grades K-6) and/or advisory periods (Grades 7-8)	Teachers and Students	Sep 2014 – June 2015	Teachers

<ul style="list-style-type: none"> <li>Provide Social Emotional Learning Parent Workshops, engaging and supporting parents with Social Emotional Learning</li> </ul>	Parents	January 2015 – June 2015	SEL Coach, Parent Coordinator, School Administrators
<ul style="list-style-type: none"> <li>Provide non-academic focused After School Programs in line with Youth Development, Art and Culture (Chess, Shadow Box Theater, Dance Studio, Art, Crafts, &amp; Drawing, Kung Fu/Martial Arts, Lion Dance, Computer Technology, and Public Speaking programs)</li> </ul>	Students	Sep 2014 – June 2015	SWAN and APEX After School Programs, School Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Contracting Consultant/Coaching Services from Morningside Center for Social Emotional Learning.
- Providing 4R curriculum Kits to all classrooms (Grades K-8)
- Support SEL learning and professional development by relieving teachers from their regular teaching assignments and allowing teachers to attend PD/Coaching in SEL.
- Contract with Community Based Organizations (CBO) to provide the cultural/enrichment program for Youth Development

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Smart School Leaders Grant from Morningside Center for Social Emotional Learning

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 1, 2015:

- All teachers will have received training in SEL from Morningside Center Coach in SEL
- The school will have offered at least one parent workshop in SEL
- At least 2 of the non-academically focused culturally enriched programs that support SEL and Youth Development will have been established and achieved 75% or higher attendance rate

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the school survey in 2013-2014, 52% of teachers did not feel professional development at the school was sustained and coherently focused; rather, they felt it was short-term and unrelated. In response to the survey result, we created a Professional Learning Committee which has selected areas of instructional focus and improvement, and designed a school-wide Professional Learning plan for the entire school staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, more than 95% of teachers will be engaged in professional learning activities that have been formed based on collaboration between teachers and administrators, through learning, studying, and practicing scientific research-based instructional knowledge, skills, tools, or strategies in their classrooms. Teachers will have been given time to study in small groups, and engaged in inter-visitation/learning walks at least once in their grade band/department.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Create a Professional Learning Committee to design and implement on-going faculty development programming               <ul style="list-style-type: none"> <li>○ Committee meets monthly to discuss research papers on pedagogical best practices and to develop instructional learning modules (6-8 weeks in duration)</li> <li>○ Modules include inter-classroom observations that focus on:                   <ul style="list-style-type: none"> <li>▪ Differentiation and purposeful grouping</li> </ul> </li> </ul> </li> </ul>	Teachers	Sep 2014 – June 2015	Professional Learning Committee (5 teachers from various grades and subjects, with principal and two assistant principals

<ul style="list-style-type: none"> <li>▪ Oral language development <ul style="list-style-type: none"> <li>○ Depending on results of initial professional learning modules, the duration and depth of focus of each module may be extended up to 12 weeks or more</li> <li>○ Additional topics might be added as needed</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• To build the trust amongst teachers and administrators, we will provide opportunities for inter-visitations based on professional learning modules for learning walks</li> </ul>	Teachers	Sep 2014 – June 2015	Professional Learning Committee
<ul style="list-style-type: none"> <li>• Weekly discussion, sharing and studying of professional learning topics during the Monday afternoon professional learning time</li> <li>• Activities include but are not limited to: <ul style="list-style-type: none"> <li>○ Studying and discussing best practices in instructional theory/ knowledge</li> <li>○ Demonstration of learning in classrooms</li> <li>○ Providing feedback and sharing of intervisitation/ learning walks</li> <li>○ Additional coaching and suggestions from the contracted consultants, the Teacher Development Coach, and Teacher Team Leaders</li> </ul> </li> </ul>	Teachers	Sep 2014 – June 2015	Professional Learning Committee
<ul style="list-style-type: none"> <li>• Involve parent volunteers, such as Learning Leaders, to be involved in supporting classroom instruction: <ul style="list-style-type: none"> <li>○ Providing one-on-one tutoring in Reading/Literacy</li> <li>○ Assisting students to check out books to take homes that are related to classroom study in the library</li> <li>○ Increase parents’ involvement by providing monthly parent meetings/workshops and inform the work Parent Learning Leaders have accomplished</li> </ul> </li> </ul>	Parents/Learning Leaders	Sep 2014 – June 2015	Learning Leaders, Library Committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Contracted Consultants and Coaches
- Professional Study/Research
- Schedule adjustment/programming support
- Learning Leaders

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Grant from Kellogg Foundation

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 1, 2015, at least 50% of the teachers will have engaged in classroom intervisitation/learning walks at least once.

**Part 6b. Complete in February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to Eleanor Drago-Severson, Jessica Blum-DeStefano, and Anila Asghar, in *Learning for Leadership* (2013), four pillars for leadership growth in a K-12 school setting are: teaming, providing leadership roles, collegial inquiry, and mentoring. We are moving towards building a strong school leadership team around this framework.

Based on the 2013-2014 school survey, the school provided structure and time for teachers to work in teams (88% agreed). However, there was a lack of clear guidelines in terms of expectations in instructional rigor, and lack of teacher leadership in determining and guiding professional growth (only 68% said they were clear of school leaders’ expectations). Therefore:

- School leaders (administrators) need to provide clear instructional expectations to support teachers’ team planning and activities.
- School leaders need to increase or at least maintain the number of formal and informal classroom observations / visits to provide more meaningful and actionable feedback for professional growth and support.
- In order to build the trust and support healthy relationships with staff, the Professional Learning classroom observations / Intervisitations should provide constructive feedback for conversation and reflection, as well as resources for professional development, collegial inquiry and peer mentoring. The observations will not be used for purely evaluation purposes.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, more than 60% of teachers will be involved in leadership capacity-building activities that allow teachers to cooperatively determine school wide improvement, which include setting goals and implementing professional learning activities across the school, grades and departments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			

<ul style="list-style-type: none"> <li>All teachers are part of a Grade Team with a self-selected Grade Team Leader to be actively involved in curriculum/instructional alignment and implementation.</li> <li>School administrators participate in teachers' grade team meetings on regular basis.</li> <li>All teachers are observed by administrators and peers who provide timely feedback afterwards, and participate in intervisitation observations at least once in the school year.</li> <li>All teachers share their findings/takeaways from their learning walks during the Monday Afternoon Professional Learning Time at least once a month.</li> <li>The Professional Learning Committee will meet with Grade Team Leaders to discuss and share their Professional Learning experience once a month, and assure vertical alignment across grades.</li> </ul>	Teachers	Sep 2014 – June 2015	Grade Team Leaders, School Administrators, Professional Learning Committee members
1. Teachers are involved in decision-making and leadership roles, such as the Professional Learning Committee which designs and implements the school wide Professional Learning activities	Teachers	Sep 2014 – June 2015	Professional Learning Committee
<ul style="list-style-type: none"> <li>School Administrators, Principals and Assistant Principals, will participate in grade team meetings on regular basis.</li> </ul>	Principal and Assistant Principals	Sep 2014 – June 2015	Principal and Assistant Principals

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling adjustments
- Per Session
- Common Planning Time

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 1, 2015, at least 50% of teachers will have shared their learning and takeaways from their research group, outside Professional Development, or classroom observations/intervisitations at least once with the entire pedagogical staff.

**Part 6b. Complete in February 2015.**

<ul style="list-style-type: none"><li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li></ul>		Yes		No
<ul style="list-style-type: none"><li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li></ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the 2013-2014 School Survey, 86% responded “satisfactory” to their assessment of school culture, compared to 87% citywide. Although we have been improving our school culture and climate steadily in the past few years, collaboration and communication among parents, teachers, and school administration are still not at a desirable level. We need to improve collaboration within the school community.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will:

- Reach or exceed the 87% citywide satisfactory rate in school culture
- Improve at least 4 percentage points of parent satisfaction rate (reaching 90%) in the Parent Survey
- Continue to build community citizenship among students, families and personnel
- Increase communication and parent involvement throughout the school community by publishing a monthly school newsletter
- Providing monthly parent workshops that will assist parents supporting their children, both academically and social-emotionally

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide monthly parent workshops to discuss key issues that help parents support of their children’s academic learning</li> </ul>	Parents	Sep 2014 – June 2015	School Administrators, Guidance Counselors, Parent Coordinator

<ul style="list-style-type: none"> <li>Publish a monthly newsletter in both Chinese and English that showcases and highlights the success of various school programs, provides the most up-to-date information to parents, and celebrates school successes and events on regular basis</li> </ul>	Parents	Sep 2014 – June 2015	Assistant Principals, Parent Coordinator, Teachers
<ul style="list-style-type: none"> <li>Provide parent workshops and training in Social Emotional Intelligence and to build the trust and positive climate in school</li> </ul>	Parents	January 2015 – June 2015	SEL Coach from Morningside Center
<ul style="list-style-type: none"> <li>Provide language learning classes for parents who are interested in learning Chinese/English languages and culture in order to better assist their children in the Dual Language Program</li> </ul>	Parents	January 2015- June 2015	Learning Leaders

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Contract various agencies to provide professional development/workshops including but not limited to:
  - Learning Leaders
  - Charles B. Wang Health Clinic
  - Gouverneur Hospital
  - Morningside Center
  - APEX for Youth

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015,

- A calendar of events will provide an overview of workshop and class activities offered
- Documentation of such events will be included in monthly newsletters as evidence of parent participation

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	Yes	No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>		

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Below grade level (level 2 or below) in NYS ELA test; Previous teachers' recommendations; Ongoing assessments; Classroom observations; Fountas & Pinnell-below recommended baseline	<u>Fountas &amp; Pinnell, NYS/Engage NY CC ELA curriculum, Pearson CC Literature</u> Visual aids; Graphic organizers; Technology-reading program-read aloud; Scaffolding lessons; Differentiated materials; Leveled reading; Guided reading; Pre-teach vocabulary; Modified work	Small group instruction; One-to-one tutoring; Peer groups; Differentiated grouping	During the school day; Morning tutoring; Lunch tutoring; APEX Afterschool program; Afterschool Title III ESL program
<b>Mathematics</b>	Below grade level (level 2 or below) in NYS Math test; Previous teachers' recommendations; Ongoing assessments; Classroom observations	<u>My Math, Glencoe Math Accelerated, Algebra 1</u> Break down word problems; Reinforce mental math & number sense; Use of manipulative	Small group instruction; One-to-one tutoring; Peer groups; Differentiated grouping	During the school day; Morning tutoring; Lunch tutoring; APEX Afterschool program; Afterschool ESL program
<b>Science</b>	Below grade level (level 2 or below) in NYS Science test (Grades 4 & 8) and teacher created assessments and rubrics aligned to the NYC Science Scope & Sequence and ELA CCLS (K-8); Previous teachers' recommendations; Ongoing assessments; Classroom observations	<u>Glencoe Science</u> Review vocabulary; Visual aids; Hands-on experiments; Graphic organizers	Small group instruction; One-to-one tutoring; Peer groups; Differentiated grouping	During the school day; Morning tutoring; APEX Afterschool program

<b>Social Studies</b>	Below grade level (65% or below) based on school grading criteria and teacher created assessments and rubrics aligned to the NYC Social Studies Scope & Sequence and ELA CCLS; Previous teachers' recommendations; Ongoing assessments; Classroom observations	<u>Discovering Our Past History of Us</u> Short videos; Highlight the main ideas; Chunk the reading for meaning; Review vocabulary; Graphic organizers	Small group instruction; One-to-one tutoring; Peer groups; Differentiated grouping	During the school day; Morning tutoring; Lunch tutoring; APEX Afterschool program
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers' Referrals; Evaluations; Lack of motivation; Significant grade fluctuation	Counseling (group or individual); Class presentations (time management, peer pressure...etc); Classroom observations; Self-awareness program; Self-esteem coping skills	Small group; One-to-one mentoring; Group counseling; mandated one-on-one counseling; Speech/ Literacy Service; After school tutoring; After School Mentoring program	During the school day; After School Mentoring Program (Counseling) provided by APEX for Youth

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

We work with the Office of Teachers’ Recruitment and Quality to recruit and implement retention strategies, and provide continuous support and professional development to ensure the success of our staff. We have also received a grant from the NYC Office of Teachers’ Recruitment and Quality to provide additional stipends for new staff towards their college courses to achieve highly qualified teaching credentials.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Provide one-to-one mentoring
- Provide grade team support
- Provide individualized Professional Development opportunities and Coaching

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

## Part 4: SWP Schools Only

### 4a. 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.).

- Implemented CCLS-aligned Pre-K curriculum that focuses on early childhood development
- Parent Workshops for parents of Pre-K and K about early childhood development and early intervention
- Early childhood teachers and paraprofessionals work as a team for curriculum planning and assessments
- Early childhood teachers and Paraprofessionals attended professional development (Early Childhood Summer Institute) as a team during the summer and during the Per-K non-attendance days
- School provided and iPad to both Early Childhood teachers to record and track students' progress and assessments

### 4b. 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.

Assistant Principal Chin and Pre-K teachers attended professional development/training in multiple assessments for Pre-K children, such as the Working Student Samples (WSS) assessment system and ESI-R. Teachers made their own selection of assessments based on their understanding of the various assessment options.

### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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	\$301,469		9,13,16, 19, 22
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$77,088		9, 11
Title III, Part A	Federal	\$11,200		9, 11, 13
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$2,897,088		19, 16, 13

### <sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **P.S. 184 M, SHUANG WEN SCHOOL**

**327 Cherry Street, New York, NY 10002**

**Iris Y. Chiu, Principal**

**Yvonne Chin, Assistant Principal**

**Mee Kwong, Assistant Principal**

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#### ***SCHOOL-PARENT COMPACT***

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

#### **IV. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

#### **V. 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;

**VI. 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 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.

<b>Part A: School Information</b>	
Name of School: P.S. 184 Shuang Wen	DBN: <a href="#">01M184</a>
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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: <a href="#">119</a>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III After School programs provide extra support to current and former ELL student population. The Title III program will focus on the students who are new comers and the students who are in their first year of Transitional services. All current ESL and transitional ESL students will be offered the opportunity to participate in the after school / before school Title III services.

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

ESL class and English Reading and Writing Workshop and ELL Science classes for Transitional ELLs will run twice a week, Wednesday and Thursday from 2:45 p.m. to 3:45 p.m. Parent workshops will meet on Friday mornings from 8:30 a.m. to 9:30 a.m. when parents drop off their children in the morning. All ESL classes will run from December to May. ELL Math class for 8th Grade will meet once a week.

The Title III program will also support the growth and development of our Dual Language Program, which support the language acquisition for both ELLs and English dominate students to learn English and the targeted Mandarin Chinese from grade K to 4.

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

### Part B: Direct Instruction Supplemental Program Information

will be provided by three K-12 licensed ESL/Bilingual teachers, two K-12 licensed Science teachers, and one K-12 Math licensed teachers.

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

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

### Part C: Professional Development

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

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

Begin description here:

All teachers in our school are teachers of ELLs. Our Title III staff will participate in the professional development programs provide by CFN 408, TDC Coach for Danielson's Framework of Effective Teaching (one day a week), Literacy Consultant from Southern Cross (twice a month), The Office of English Language Learners (OELL) and Morningside Center for Social Emotional Learning (twice a month). The PD programs include, but not limited to, Danielson's Framework of Effective Teaching, Curriculum design and mapping, inter-visitations and workshops in CCLS aligned ESL instruction through Content subject areas, strategies and techniques for ELLs and ELLs with disability. The PD will be provided through out the school year, September to June, per the offering by the different offices/institutes. Each Professional Development session will be for at least one full day (7 hours).

We will also provide training to all teachers with ELL regarding the format and preparation of the

### Part C: Professional Development

NYSESLAT, as well as how to read and interpret the NYSESLAT scores of the different modalities in order to better prepare their lessons and unit plans to meet the needs of ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

The parent engagement activities include two parts: Educational workshops for parents regarding dual language educational model and other education related topics, and Social Emotional Intelligence current and transitional ELLs and their families.

The Title III Parent workshops are for families and parents of current and transitional ELLs, so they will be able to support their children's learning and academic achievement in a more effective and meaningful way. The providers for the parent workshops include teachers, parent coordinators, guidance counselors, Learning Leaders, consultant from Morningside Center and Souther Cross.

The schedules of the workshops will be at least once a month (September to June). The topics include but not limited to:

- How to become a parent volunteers through the training of Learning Leaders?
- What are Common Core Learning Standards?
- How to prepare my children for the Common Core Standardized Exams?
- How does 50-50 two-way total immersion dual language program at Shuang Wen School look like?
- What are the related NYS and NYC policies?
- How to help my children with their homework?
- How to prepare my children for SHSAT?
- How to apply for the High Schools in New York City?
- How to apply for the Middle Schools in New York City?
- How to communicate more effectively with my children's teachers?
- How do I monitor and keep track of my children's academic learning and progress? What data or reports can I look for?
- What is an "Incorporated Co-Teaching (ICT)" class? How do the two teachers in the ICT class can help my children?

All parents workshops and training information will be sent out through one or more of the following methods: Schoolmessenger telephone messenger services, Announcement posted on school website (e-Chalk), Giant posters outside of school main entrance, flyers/notices backpacked home, and mass emails to all registered parents.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>663</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>13.42%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin Chinese

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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											0
Dual Language	62	6	10	1	1	1					63
ESL	3			8		1					11

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	
<b>Total</b>	<b>65</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	2	0	2	0	0	0	0	0					12
Intermediate(I)	0	5	5	2	0	1	0	0	0					13
Advanced (A)	11	20	13	9	6	2	1	0	0					62
Total	<b>19</b>	<b>27</b>	<b>18</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	1				1
4	2	4			6
5	1	1	1		3
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2		1		3
8									0

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

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

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

**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.  
We use face to face interviews, Lab-R, and Fountas & Pinnell Leveled Literacy assessment program to assess ELLs' literacy skills. It provides our teachers understanding of student's proficiency levels in English, particularly specific data about their reading and writing ability. In the beginning of the year teachers are notified of their students' English language proficiencies from the LAB R and

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Based on the information from the NYSESLAT modalities, we focus our school wide CEP in oral language development with focus on reading and writing across the subject areas.

4. For each program, answer the following:
- 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?

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

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

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

Our school uses data collected from various assessments, such as F & P Running Records, Lexia Reading Program, and the ELA and NYSESLAT exams results to guide instruction for ELLs within the Response to Intervention (RtI) framework through ongoing analysis of assessment data by teachers, collection of assessment data through CASL binders and through ongoing coaching and PD development opportunities based on the students' needs in the (RtI) framework. Teachers continually analyze data to inform their instruction by careful lesson planning that is Common Core aligned yet differentiated. For example, the school administration provided PD discussions on how to establish learning targets for students that are aligned with Common Core standards. Furthermore, school administration emphasized the importance of differentiating instruction so that ELLs can achieve those learning targets. Such discussions are held through grade team meetings and analysis of student data that is collected for at-risk students, such as ELLs for RtI intervention. Once intervention plans are written by teachers, ELLs receive such support through extended day tutoring that occurs from 8:00-8:37 a.m. two days a week, differentiated instruction in the classroom and through push-in pull out services that are provided by the ESL Teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is highly considered in instructional decisions. Students are continually assessed on their second language development through formal and informal assessments to ensure that intervention plans are effective through the (RtI)

framework. Students' second language development is also considered through classroom instruction, particularly through explicit vocabulary scaffolding and instruction that occurs through the Common Core aligned curriculum, which has also increased the number of informational texts read in the classroom. Teachers also furthermore consider students' second language development by considering language objectives that will support students' oral language vocabulary so that they can produce top quality responses in the classroom.

7. For dual language programs, answer the following:
- 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?

a.b.c.

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

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The steps followed for the initial identification of those students who may possibly be ELLs begins with the school's registration process where Ms. Alice Ju, Parent Coordinator, registers new student(s). This process includes administering the Home Language Identification Survey (HLIS) and an informal oral interview in English and in the native language when applicable. In the following steps, Janet Rhi, ESL teacher, then determines eligibility for LAB-R testing based on the HLIS and with the testing coordinator/Assistant Principal, Yvonne Chin, administers the LAB-R to eligible students within ten days of registration. Additionally, Yvonne Chin, assistant principal and testing coordinator, will make appropriate programming and testing arrangements to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Before parents enroll their children to our school, parents are informed that our school is an English-Chinese dual language school through the enrollment office. School tours are offered to potential parents for them to visit our dual language classes.

After students are enrolled in our school, we offer orientation in September (within 10 school days of enrollment in the beginnin of the school year) for the parents to learn about the three program choices(Transitional Bilingual, Dual Language, Freestanding ESL). We also schedule school wide curriculum night so that parents of ELLs will be on site to meet their children's classroom teachers when

learning about the curriculum for the school year. Parents who are unable to attend the orientation are given literature (from NYCDOE OELL website) explaining the programs in their native language. In addition, follow up is done through communication between classroom teachers and families as well as follow-up phone calls from the parent coordinator. During the school year, we also send home dual language newsletters in fall and spring to further explain the dual language program. Students are programmed in the appropriate ESL or Dual Language classes per their parent's selections and the availability of the program.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1a. Organizational models used differ across the grades based on the program model. (See Section C on Dual Language Programs for details.) Kindergarten and first grade classes follow a self-contained dual language model; second and third grades follow a side-by-side alternating day dual language model; Grades four through eight follows a free standing ESL model that is either a push-in and pull-out model.

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

In our dual language program, content areas are delivered through the instruction of thematic units in both languages. Each unit integrates multiple subjects such as ELA, Chinese language arts, social studies and science. Math is delivered in both languages, too. Materials: For 2013-2014, for ELA, we use Ready Gen and supporting material published by Pearson. For math, we use Go Math. For Chinese, teachers develop Chinese thematic units corresponding to Ready Gen units. We also use trade books, translated picture books, workbooks from Chinese-speaking countries.

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

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

To ensure that ELLs are appropriately evaluated in their native language, careful attention is paid during the registration process to the language (dialect) spoken by the family and what was indicated on the Home Language Survey. Many of our school personnel are able to support assessing the level of native language ability in the students' particular dialect. However, we also do extensive assessment in Mandarin Chinese as well. Over the past couple of years, teachers have worked closely with senior staff from the Office of English Language Learners in order to develop curriculum and assessments that are aligned with the English curriculum and the New York State Common Core Learning Standards.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

of implementation will spread out throughout the year, aligning with the grade-wide curriculum on ATLAS.

h) Professional Development and resources provided to teachers regarding different entry points in Universal Design for Learning (UDL)

i) At least one Performance Task in each subject area will be completed by end of each semester. Professional Development will be provided and implemented throughout the year.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Mandarin Chinese	Pre K - 3	
Social Studies:	Mandarin Chinese	Pre K - 3	
Math:	Mandarin Chinese	Pre K - 3	
Science:	Mandarin Chinese	Pre K - 3	

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

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

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

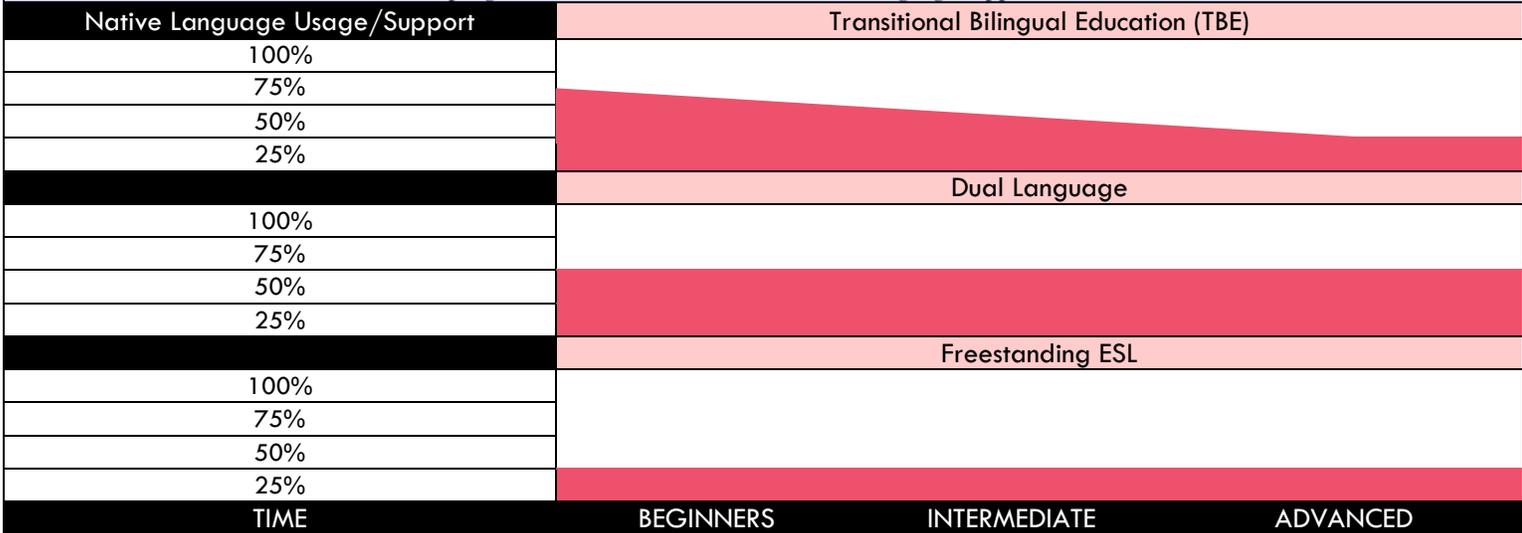
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Students receive intervention services through extended time two times a week from 8 a.m. to 8:40 a.m. small group tutoring, and after school Title III classes in ELA, math and Science. Such intervention services are given in English. Students also receive RTI small group instruction if they are identified to receive Tier 2 of RTI services. Such services occur within the classroom through explicit differentiated instruction through small group work and also through IEP mandated services. Additionally ELLs who are identified as beginners, intermediate and advanced receive appropriate ESL push-in and/or pull-out services from the ESL Teacher, Janet Rhi. Otherwise students also receive ESL intervention support from the homeroom teachers who are ESL certified or in the process of attaining their ESL certification.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Title III funds are allocated to support current ELLs, transitional ELLs, former ELLs and their parents. All teaching staff are ESL certified and are aware of teaching ESL strategies and working with ELLs in the school. Additionally, certified ESL teachers conduct afterschool sessions that will give these students additional support with their continued English acquisition. An emphasis is paid specifically on the instruction of academic language through the use of content area themes and the reading and writing of informational text. In addition, these students also access to attending afterschool or Saturday Academy for additional test preparation support as the state examinations near. Data is collected from the LAB-R, NYSESLAT results, and the testing grades NYS ELA exam scores. The data is reviewed on an ongoing basis through grade team meetings, school-wide meetings and the sort by teaching and school administration to ensure that programs are meeting the needs of the ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- Our Chinese-English Dual Language program will continue to grow and every year. We anticipate the fourth grade classes to continue the side-by-side alternating day (language), simultaneous language approach, instructional model. In addition, an increasing amount of staff and personnel are working on their credentials to obtain bilingual and/or ESL certification. This will certainly help improve our program offerings across the board
12. What programs/services for ELLs will be discontinued and why?
- There are no specific ELL programs or services that will be discontinued. For the 2013-2014 year we have discontinued library time for upper and middle school grades due to cuts in the school budget.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. We strive to not pull ELLs out of their cluster time so they have access to dance, music, art, and physical education. Title III funding provides additional supplemental services to all ELLs and former ELLs in our building. These offerings change each year, but in 2013-2014, we offer programs for afterschool reading and writing help and content area support in science and math. In addition, all students including ELLs have access to Saturday and afterschool Test Prep Academy, which usually takes place in the months leading up to the state standardized examinations in mathematics and English Language Arts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include trade books to leveled readers (pattern books) to a variety of other resources and materials. In the last couple years, we have begun to organize our units by thematic content, therefore incorporating use of high-interest authentic informational text as recommended by the Common Core State Standards. In addition, oral language materials from Mondo Publishers and culturally sensitive and diverse books from Lee & Low are used. As far as technology, teachers use the Smartboard (interactive whiteboard) as well as web-resources from Rearing A-Z.com and Starfall.com are actively utilized in the classroom. Also, in the 2013-2014 school year the school has taken a cumulative approach to implement the CCLS aligned Ready Gen program to provide explicit instruction to students; particularly to ELLs. The close reading and vocabulary development from Ready Gen is actively used to support ELLs in content areas and for intervention purposes in the classroom. Furthermore, the new CCLS aligned math curriculum, Go Math, also provides vocabulary instruction that supports ELLs along with interactive smart board lessons that provide scaffolding for math vocabulary instruction in the lesson(s).

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

In addition to learning science in Chinese and English with their homeroom teachers, grade 1 and 2 students also have one period of

science in English once a week, which is taught by a cluster teacher.

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

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

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

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

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

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

### **C. Professional Development and Support for School Staff**

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

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

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

## E. Additional Information

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

N/A

## **Part VI: LAP Assurances**

**School Name: Shuang Wen School**

**School DBN: 01M184**

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

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

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

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

