Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**EAST-WEST SCHOOL OF INTERNATIONAL STUDIES**
DBN (*i.e. 01M001*):	**25Q281**
Principal:	**BEN SHERMAN**
Principal Email:	**BSHERMA2@SCHOOLS.NYC.GOV**
Superintendent:	**JUAN MENDEZ**
Network Leader:	**DEREK JONES**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ben Sherman	*Principal or Designee	
Gloria Nicodemi	*UFT Chapter Leader or Designee	
Sharlene Tillett	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Main Kong Koo Ramanjot Singh	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
David Bantz	Member/ UFT	
Mara Markinson	Member/ UFT	
Davin Ganpat	Member/ UFT	
Denise Eng	Member/ PTA	
Jamie Eckartz	Member/ PTA	
Anitra Michelle, Wendy Giron	Member/ PTA	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve our middle school English Language Learners scores on the NYS Common Core ELA Exam, so that an additional 7.5impro% are performing at the 75th growth percentile or higher.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Currently 28.6% of our English Language Learners are in the 75th or higher growth percentile. This puts our school performance at the low end of the Approaching Target range. This is the lowest performing subgroup within our Middle School students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Pull out and push-in ESL classes; Hodori Afterschool Homework Help; Queens Literacy Lab; Tutoring provided during the school day via teacher C6 assignments; Afterschool tutoring; Small class-size for ESL classes
B. Key personnel and other resources used to implement each strategy/activity
1. Literacy coach; ESL teachers, Hodori personnel; Queens Literacy Lab personnel; Assistant Principal for Middle School; families; School support staff for translation and outreach; Parent Tea and Talk for ELL families
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Participation and attendance in programs; Common Core ELA State Exam Results; NYSESLAT results
D. Timeline for implementation and completion including start and end dates
1. Start Date: 9/5/2014; Programs continue throughout the year; End Date: 6/27/2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Middle School ELL students will be programmed for small-group instruction; students have been identified and attend our Hodori OST program which provides HW help; students receive a combination of pull-out ,and push-in ESL instruction in content areas

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent workshops; translation services; parental contact; postcard notices of events

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The percentage of students in the school's lowest third earning 10 or more credits in the second year will increase by 5% to 74%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on 2013-14 data, 67.9% of our students in the lowest third earn 10+ credits in their 1st year, and 69% earn 10+ credits in their second year. The students who do not earn these credits are at high risk of not graduating in 4 years and/or dropping out of high school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Tutoring; small group instruction; clubs; peer mediation; small writing classes; double-period math classes; guidance counselor; college counselor promoting college awareness; PD for advisory support; Summer Bridge restructuring to address credit-accumulation and academic success; summer school
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers; guidance counselor; high school AP; Technology Supported Instruction (Aventa, Castle Learning, Turnitin.com, etc.)
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Report card grades; attendance; credits accumulated; club experiences, student transcripts
D. Timeline for implementation and completion including start and end dates
1. Start date: 9/5/2014; Ongoing through End Date: 6/26/2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Tenth graders will be assigned to small-group tutoring via teacher C6 assignments, and per-session tutoring. Students will be encouraged to join clubs (Key Club, Hispanic Culture Club, Culinary Club, Strategic Games Club, Boys Basketball Club, NAACP, Student Government, etc.) to improve student attendance, promote buy-in to school culture and academic expectations of excellence and achievement.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Weekly postcards, parent outreach, attendance teacher, attendance letters, parent workshops.

Budget and Resource Alignment

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

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Align resources to support continuous improvement around instruction so that there is an increase of 5% 87% in Systems for Improvement to as measured in the School Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Results of our 2013-2014 School Survey indicate that teachers want time to collaborate with each other and receive content-specific professional development in order to improve student outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Provide collaborative planning time for teachers via programming and professional period assignments; provide in-house professional learning opportunities; send teachers to outside PD in their content area and provide them with time to turnkey for their department; hire math and ELA coaches; use of restructured time for collaborative planning, alternating Department and Grade Teams.
B. Key personnel and other resources used to implement each strategy/activity
1. Math Coach, Literacy Coach, Assistant Principals, New Visions PD resources, vendor PD resources
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher benchmark, medial and end of term surveys; teacher logs of PD attended and presented; Googledocs tracking teacher collaboration time; master schedule/teacher programs indicating collaboration time
D. Timeline for implementation and completion including start and end dates
1. State Date: 9/5/14, ongoing through End Date: 6/26/2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
C6 Assignments will include common planning; common preparation periods; New Visions PD; substitute teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
N/A

Budget and Resource Alignment

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

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Students will be able to cite and analyze evidence in writing in content area classes, as measured by analyzing observation data to quantify that at least 60% of classroom teachers are observed including this practice and/or it is present in at least 60% of high-stakes student writing.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In department and grade teams, we analyzed student writing samples through the lens of college and career readiness. We noticed that students have difficulties citing and analyzing evidence presented in historical documents, literature, theorems, mathematical process, and use of language, to defend a position, hypothesis, solutions or make comparisons between languages and cultures.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional development for teachers re standards; department meetings; common planning; small group instruction, build into curriculum, etc.
B. Key personnel and other resources used to implement each strategy/activity
1. ELA coach, content area teachers; Hodori OST Program Homework Help; small group instruction; tutoring; Queens Literacy Lab; Writing Process course
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. School developed rubric; CC ELA Regents Item Analysis/Pass Rate; Global and US History MOSL and Regents DBQs and Essays; PSAT Writing; SAT writing scores
D. Timeline for implementation and completion including start and end dates
1. Start Date: 9/5/2014 ongoing through 6/26/2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Programming common planning; Department Meetings; Inter-visitations; Bulletin boards displaying good examples of citation and use of evidence.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent workshops; postcards; phone calls home

Budget and Resource Alignment

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

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day
Mathematics	CMP Math	Small group ;one-to-one; tutoring, etc.	During the school day; after the school day
Science	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day.
Social Studies	Castle Learning	Small group; one-to-one; tutoring, etc.	During the school day; after the school day.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Counseling; College Counseling; Peer Mediation;	Group; one-to-one	During the school day;

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring fairs; targeted outreach through New Visions; NYU and Queens College outreach; training site for student teachers; New Visions/Hunter College MTR program

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).
ELA Coach; Math Coach; MTR Coaches; New Teacher's Circle; 1-1 Peer Coaching

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Peer Mediation; purchase of Chromebooks for students in Temporary Housing; Free Uniforms; Distribution of supplies

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Professional Development Committee; Grade Teams; Department Teams

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 25Q281

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[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$281,220.39	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$3,467,382.00	X	See action plan

[1]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:

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

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

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

Important Note: The following funds may not be consolidated:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 25	Borough Queens	School Number 281
School Name East West School of International Studie		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Ben Sherman	Assistant Principal Wen-Wei Chang
Coach	Coach
ESL Teacher Michael Demeo	Guidance Counselor Carlos Diaz
Teacher/Subject Area Judy Lee	Parent
Teacher/Subject Area Jounghye Rhi	Parent Coordinator
Related Service Provider	Other Sue Jen Hu
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	644	Total number of ELLs	84	ELLs as share of total student population (%)	13.04%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	**Newcomers (ELLs receiving service 0-3 years)**	43	**ELL Students with Disabilities**	17
SIFE	8	**ELLs receiving service 4-6 years**	33	**Long-Term (completed 6+ years)**	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	43			33	4		7	1		83

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	43	0	0	33	4	0	7	1	0	83
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	2	1	2		2	9
Chinese							9	10	3	9	17	11	8	67
Russian														0
Bengali														0
Urdu							1			1	1			3
Arabic														0
Haitian														0
French														0
Korean										2		1		3
Punjabi														0
Polish														0
Albanian											1			1
Other							1	1	1	1		2		6
TOTAL	0	0	0	0	0	0	12	12	6	14	21	14	10	89

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)								1		1				2
Intermediate(I)							2	3	2	7	8	6	3	31
Advanced (A)							10	8	4	5	13	7	6	53
Total	0	0	0	0	0	0	12	12	6	13	21	13	9	86

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	6			12
7	9	2			11
8	4				4
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		6		4				12
7	3		5		2		2		12
8	4						2		6
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	23		13	
Integrated Algebra	45		29	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	17		14	
Physics				
Global History and	22		15	
Geography				
US History and	9		8	
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The ESL Department teachers assess literacy skills of our ELLs with Achieve 3000 and textbook specific asessments. The data clearly shows that a number of our ELLs are struggling with reading. The school is working hard to support its staff in developing differentiation instruction and leveled text that supports all ELLs from those that are newcomers and at the beginning level of

proficiency or those who have tested proficient on the NYSESLAT and receive transitional support.

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

   Data from the LAB-R shows that some students performed higher on the test than they are able to in class. Based on this data, we have adjusted a few students' progams so that they are receiving additional support either more classes or extended day support. In contrast, some students who scored at the beginning level on the LAB-R and NYSESLAT are capable of higher proficieny level work in class, and teaches are differentiating accordingly. Data shows that a few of our students at the beginnning level of proficiency on the NYSESLAT moved up one proficiency level were scheduled accordingly. Their true level is lower than other students at that proficiency level. A number of our students need intense support in academic English: reading and writing at the high school level. Some of our ELLs scored higher than their proficiencey level; when using English in speaking and writing English in an authentic situation, they are not able to perform novel tasks. We are providing these students with additional support in extended day periods.

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

   How students have scored on the NYSESLAT combined modalities is supporting our work in content areas to increase comprehension and develop oral language skills. The school's great challenge is to meet the needs of it newest entrants who are at the earliest stages of language acquisition and those students who have been in the country between 3-4 years and who have platueaed at the high beginner/low intetrmediate level and struggle in content classes. The majority of our ELLs need support in reading and writing. In addition to the ESL curriculum, ELLs also receive extended day classes to support their development in these modality areas.

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

   Regents results have shown that ELLs do better with Native Language translated versions than in English. We have a small group of ELLs who take the Regents exams only in English because the tests are not translated in their home language. In tems of the English Regents, our ELLs who are passing are these who have been supported specifically with a focus on reading and writing, and whose reading/writing modality proficient levels are Advanced. A number of these students alo tested out on the 2011 NYSESLAT. Our long term ELLs still continue to struggle with passing the English Regents and it remains a barrier to graduation.

   The school is not administering the ELL periodic Assessment. Our students have taken the ELA Performance Tasks as part of the tranisition to the Common Core curriculum. We will need to analyze the results for themes and trends.

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

   N/A

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

   Students are given opportunities to engage in speaking, listening, reading, and writing activities differentiated to their development needs. Depending on the needs of the learner's second language development, instruction and student work products are adjusted accordingly.

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

   N/A

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

   As the school shifts to the Common Core, the process of evaluation will require development and monitoringfor effectiveness. For basic evaluation of student growth over time, pre- and post- assessment using the Performance Task will give the school an idea if reading levels are increasing. Proper evlaution of the program will include assessments in all four modalities, student and teacher evaluations, and all State assessment results including the ELA Exam, NYSESLAT, Performance tasks, and the ELA Regents.

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.)
   Initial identification of ELLs is done by the Intake Team. At intake, as directed by school personnel, the family completes the HLIS with the assitance of Mr. Carlos Diaz, the school's guidance counselor, and has an informal interview in English with Mr. Demeo, an ESL teacher, and in the family's first home language with bilingual school personnel: Ms. Hu, Chinese bilingual community assistant and Mr. Diaz, our Spanish bilingual guidance counselor and Mrs. Rhi, a Korean bilingual pedagogue. Once the pupil personnel secretary and bilingual school staff have conducted the initial intake, the ESL teacher reviews the HLIS survey and schedules the LAB-R for students who are determined to be eligible for testing. LAB-R testing is done within ten days of the student's registration, and the ESL teacher delivers the completed LAB-R testing documents to the district office. Again, based on HLIS results, eligible students are given the LAB-R by Mr. Demeo or Ms Lee, within ten days of student's intake. Mr. Demeo, an ESL license and conducts the initial screening with the support of other staff as needed. The EWSIS's Intake Team comprises the Pupil Personnel Secretary, Bilingual Schools Aides, Guidance Counselors, ESL/BESIS Teacher, and the AP of Instruction/ESL.
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.
   Parents are informed by letter within ten days of the child's registration of the three choices: Transitional Bilingual Education, Dual language, and Freestanding ESL. Once students are tested, found to be entitled, they are programmed at the appropriate level of ESL. Letters informing the family of the student's placement and the options open to them are mailed within ten days of registration. Follow up is made by bilingual personnel two days after letters are backpacked home. Parents are invited to an ELL orientation program so that they better understand the school's programs and their options. Ms. Reichert, ESL/BESIS Teacher, is responsible for explaining the program options to parents and running the ELL Orientation Program, which takes place within ten days of registration.
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].)
   EWSIS ensures that entitlement letters are distributed to students and they are instructed to give the letters to their family and to return completed to Mr. Diaz. The letters are also mailed to families and follow-up phone calls are made asking the family to return the completed letters and forms to the school and to attend the orientation program. Copies of these letters are maintained in the school's ELL compliance files. Logs of all calls are maintained in the ELL compliance files with the letters sent to parents. Bilingual staff makes outreach calls. Ms. Sue Hu, a community assistant contact Chinese speaking families. Our school's Middle School Guidance Counselor, Carlos Diaz, makes calls to our Spanish speaking families to inform them of our programs, their entitlement options, and to invite them to the school for orientation. Every attempt is made to contact the families and invite them to the school for additional information and to have their questions answered. Entitlement letters, phone logs of outreach calls and received completed Parent Surveys and Program Selection Forms are stored in the ELL compliance files. Parent choices are entered in ATS and screen printouts are kept with the completed Parent Surveys and Program Selection Forms.
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.
   All entitled ELLs are provided with an appropriate program based on their level of English proficiency as per the LAB-R and the NYSESLAT. Families are informed of their child's placement following the LAB-R administration, and letters regarding the program options, etc. are sent home. Bilingual staff who speak the family's first language follow up with families to make sure they understand the information and to answer any questions they may have.
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.
   All students identified as entitled to ESL as per LAB-R results, and those students who come to our school as identified ELLs as per the following ATS reports: RLAT, RLER/NYSESLAT indicator, are administered the NYSESLAT annually by the ESL Department teachers during the NYSED specified testing period. A formal testing schedule is made and students in the ESL Department take the four components of the test over a period of two weeks.
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.

Over the last few years, East West had four newcomers. Based on their Parent Survey and Program Selection forms, parents continue to requested an ESL program for their children. Families have stated that they want their children to learn English as quickly as possible, and the ESL program is what they want. The school has recognized the need to develop its staff and capacity to better meet the specifc linguistic and content needs of the ELL population. The school has identified professional development for the ESL teachers and continue to diversify textbooks and classroom libraries that specifically meet the needs of the ELLs in the school. The school will develop its content area classroom libraries in order to provide access to content on a variety of reading 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])?

1.a) EWSIS has a free-standing ESL program for middle school and high school. Students are grouped by proficiency level on grades 6- 12 and divided into middle school classes and high school classes. For example, all beginning level ELLs in grades 6-8 are programmed for ESL Level 1; all beginning level ELLs in grades 9-12 are programmed for ESL Level 1. EWSIS has ESL Level 1, Level 2, and Level 3, which correlate to NYSESLAT proficiency levels: beginning, intermediate, and advanced. EWSIS has an ESL Department comprised of four, certified ESL Teachers. Class periods are 42 minutes long, and students receive 1, 2, or 3 periods of ESL per day based on their level of proficiency. Students at the Advanced level also receive one period, 42 minutes, of ELA instruction per day.

1.b) We offer ungraded homogeneous Beginner, Intermediate and Advanced level ESL classes for middle school and high school. Beginner Level textsbooks include: Milestone and Visions, as well as the Heinle Picture Dictionary and workbooks. For Intermediate, the Visions and Milestone textbooks are used. For middle school Advanced ESL, a modified Readers/Writers Workshop and Achieve 3000 is used. For high school Advanced ESL, a Common Core non-fiction pilot curriculum is used focusing on argumentative writing and close reading.

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)?

Students entitled to ESL are programmed according to their proficiency level and the mandated number of minutes as per CR Part 154. Beginning level students are programmed for three instructional periods per day which equals the mandated number of minutes. Intermediate level students are provided with two periods of ESL per day; the number of minutes is equal to mandates. Advanced level students are programmed for one period of ESL and one period of ELA per day; this fulfills the mandated number of minutes. Beginners ELL receive: 3 periods (42 minutes each) of ESL per day which provides a total of 645 minutes of instruction per week. Intermediate ELLs receive: 2 periods (42 periods each) of ESL per day which provides a total of 430 minutes of instruction per week. Advanced ELLs received: 1 period (42 minutes) of ESL and 1 period (42 minutes) of ELA; this provides 215 minutes of ESL and 215 minutes of ELA per week. Many of our ELLs also take a language class: Japanese, Korean, or Chinese. Language classes meet one period a day, five days a week. EWSIS does not offer NLA classes at this time.

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.

   ELLs follow their grade level programs in the content areas. Content teachers are being supported with professional development so that they can differentiate instruction and meet the diverse needs of the ELLs in their classes. Differentiation of instruction focuses on access to content and methods of assessment. Students are provided with bilingual dictionaries and glossaries. When applicable, students receive Regents content materials in their first language as well as English. Teachers provide ELLs with modified tasks that ensure they will receive the same content in a way that is accessible and is at their level English proficiency.

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

   For students whose first language is Chinese, Japanese or Korean, our bilingual ESL teachers and our Japanese, Korean and Chinese Foreign Language teachers assess the first language literacy of our newly admitted ELLs with teacher-made assessments.

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

   ELLs are evaluated in the four modalities in formative and summative classroom assessments, based on terminal objectives of units and lessons.

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).

5.a) SIFE identified students are supported by a guidance program that ensures their social-emotional as well as academic needs are being met. Student receive additional support through the extended day program, and the ESL Department discusses these students weekly as per their needs, academic and language development, and how best to support them across the school day. Staff is informed of who these students are and how best to support their language and learning needs.

5.b) Our newcomers are supported by an intensive ESL program which comprises three-four of their seven or eight instructional periods. This program focuses on building their English speaking, listening, reading and writing skills so that they are able to function in their content classes with differentiated support.

5.c) Our program for ELLs who have received 4-6 years of service, follow the appropriate program as per their proficiency level and receive additional support in extended day. These students are encouraged to participate in after school tutoring and other academic programs.

5.d) Our program for ELLs who have received over 6 years of service, follow the appropriate program as per their proficiency level and receive additional support in extended day. These students are encouraged to participate in after school tutoring and other academic programs.

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?

   Instructional strategies include activating prior knowledge, bridging knowledge, modeling, and scaffolding; instructional materials include leveled fiction and non-fiction trade books that support content subject area topics.

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

   ELL-SWDs at East-West receive the appropriate services as per their IEP. ELL-SWDs receive IEP-specific services and are programmed in ICT, SETSS, and general education classes including ESL as per their IEP. Our school has seven instructional periods, lunch, and extended day. EWSIS has ELA and Math ICT classes and SETSS small group instructional periods. Depending on the IEP, an ELL-SWD could be in five general education instructional periods with non-disabled peers.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

Native Language Usage and Supports

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

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

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

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   This school year, we are adopting Achieve 3000. This program supports the students for whom reading in English has been a challenge. Many of these students read at a low elementary level. EWSIS uses Achieve 3000 as an intervention program with our struggling beginning and intermediate level ELLs as a literacy intervention conducted during AIS and extended day classes. We use RTI Tier 1 and Tier 2 interventions in ELA, math, science, and social studies. Tier 3 interventions are provided during extended day; at this time, the school uses the Achieve 3000 program mentioned above.

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

    From 2012-2013, approximately 25% of our ELL students increased one level from the previous year's LAT placement. 22 students moved from intermediate to advance. Long term wise, our students have greater success passing the Regents exams in content areas save English.

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

    This year, we are incorporating the use of Achieve 3000 to support our beginner ELLs.

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

    Currently, we are not looking to discontinue any programs or services.

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

    After school programs are open to all students, and special attention is given to informing and encouraging ELLs to join after school programs and activities. EWSIS has the following curricular and extracurricular programs: Literacy lab, CHAMPS, high school sports teams (eg- soccer), middle school and high school dancing club, the Korean popular dance club, Model UN, student government, and theOST after school program at I.S. 237. During the Spring semester, EWSIS offers its ELLs content-specific after school small group instruction: math ELL tutoring, science ELL tutoring, English ELL tutoring, and History ELL tutoring.

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

    The school uses a variety of instructional materials and is in the process of expanding its resources. The school is continuing to build the content resource materials to the students with beginning and intermediate level English proficiency while still exposing them to the same content material on levels that are more accessible and in formats easier to follow.

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

    Native language support is developing at EWSIS. The school offers the Asian languages: Chinese, Japanese, and Korean, and students with these first language have the opportunity to continue their language. The school at this time does not have a Spanish language program or any other languages. The school is adding bilingual books to their ESL leveled library as one way to furnish students with books and support them is continuing to read in their first language.

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

    All services and resources correspond to ELLs' ages and grade levels. All materials and resources used with and by ELLs are secondary school level appropriate, eg- high interest, low reading level, and students are provided instructions and content learning that is on their grade level and age appropriate.

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.

    EWSIS has a summer bridge program to which all new students are invited. Summer bridge is both social and academic, and supports students in learning about each other, the school, transitioning from one level of schooling to the next, and being exposed to the unique language offerings of the school.

18. What language electives are offered to ELLs?

    EWSIS students can take Chinese, Japanese, and Korean as a foreign language.

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

    N/A

C. Professional Development and Support for School Staff

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

1. All staff - administrators, guidance counselors, pedagoges - at EWSIS receive professional development regarding meeting the needs of all students including ELLs monthly during regularly scheduled staff meetings. ESL teachers receive professional development once aweek in their ESL Department meeting, and department chairs receive professional development on ELLs quarterly. The school's assistant principals receive professional development from our CFN, New Visions LDF, their principal's coach, and the Executive Leadership Insititue. In turn, department heads and the assistant principal will turn key all professional development at deparment meetings or faculty meetings.

Support staff - paraprofessionals, secretaries, and community assistants/associates will be provided with ELL training three times a year. These trainings will include an overview of the EPIC Guide and individuals' responsibilities as per communication regarding ELLs and their families, as well as cover general support for our ELLs and their families. EWSIS does not have a parent coordinator.

2. Our ESL teachers receive individula coaching with our Literacy Coach in developing lessons and units that are common core aligned. Teachers will work with our coach in department meetings and planning periods. The focus on planning meetings will center on bringing literacy and writing that is aligned to the Common Core Standards.

3. Our Guidance Department provides professional development on transitions: elementary to middle and middle to high as we are a 6-12 school. During Advisory periods, guidance counselors support the academic program in tems of transitional expectations and descriptions of what the next level of schooling will be like. Summer Bridge Program supports our 8th graders going to 9th grade. This program provides team building and social-emotional support activities for transitioning to the high school level. Staff is provided with professionaldevelopment prior to Summer Bridge that entails understanding the developmental and physical changes that children are going through at this tranistional stage of schooling. The speicifc needs of ELLs: language acquisition, cultural acclimation, and schooling adjustment is given direct attention during the professional development.

Our guidance counselors will be attending professional development to strengthen the support of ELLs at both the middle and high school levels in the following areas: social-emotional support for ELLs who are new to both the grade level and school environment; college application process for ELLs; Regents' preparation; sensitivity training to the needs of new immigrant students; ELL acclimation from elementary to middle school; overcoming the linguistic challenges of providing counseling services to ELLs.

4. All staff receives 45 minutes of professional development every month, plus a minimum of 2 hours of professional development focused on ELLs learning needs during whole school professional development days: Election Day and Chancellor's Day. All professional development agendas, attendance sign-in sheets, and PD materials are maintained in the assistant principal's and staff developer's files. Our school posts professional development resources for ELLs on our school's website. Our 7.5 hours of required ELL PD is covered by: our school's Professional Development Monthly Meetings, Election Day PD and Chancellor's Day PD.

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?

The school has a strong PTA that is very involved in all aspects of the school and student learning. Meetings take place on the first Saturday of each month. Turn out is good with approximately 20-30 families attending. Parent workshops are offered monthly and follow the PTA Meeting on Saturdays. One member of the PTA is part of the Principal's cabinet which meets every Monday morning. Parent voice is a vital component of the school, and parents are very involved. PTA collaborates closely with the school to put on manyannual school events such as Culture Night, The Talent School, Diversity Day, graduation ceremonies, etc. The school has a Community Associate to work with the PTA and the school community in supporting parents and their needs. The school has a parent handbook which is distributed to families at the beginning of the year. Parent volunteers work with the school staff. Our bilingual school aide to send out translated school information by phone, mail, and School Messager.

Translation services are provided at each PTA meeting which ensures that parents of ELLs understand the information and discussion at the meetings and workshops. ARIS, financial aide, Skedula and PupilPath workshops are provided to parents following the PTA meeting, and parents of ELLs are encouraged to come by automated, translated invitations and are provided with translation services. With the support of Ms. Torres and Ms. Hu, translated letters are sent home to all ELL families requesting that they specify if translation or interpretation services are needed; that information is logged on a school-wide google doc indicating what ELL parents need so that they can particpate in school meetings and events as well as phone conferences.

Staff reaches out to our ELL parents to encourage their children's attendance in special, ELL-related tutoring after school for science and mathematics. Phone calls in the parents first language are made to parents regarding their child's progress and parents are invited to come to the school for conferences, meetings, and special events.

Currently the school is looking for partnership opportunities that will broaden opportunities for parents and expand the school resources for outreach and support to its families.

Parents' needs are determined by surveys distributed by the PTA and school personnel. During PTA meetings, parents needs are heard through open forums and parents are encourages to contact the school and its staff by email and phone whenever they have questions or ideas for how the school can support them and their fellow parents.

The school's parent workshops support parents in requested areas such as health care information, tax information, college preparation and application procedures, graduation requirements and Regents Exam information, and the like.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 281 **School Name:** East West School of International S

Cluster: DSSI Cluster 05 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

All new ELL parents and returning ELL parents are surveyed at the beginning of each year or at the time their child starts at EWSIS. The parent's primary language of communication is recorded on a spreadsheet that is posted on google docs. This document is updated periodically as new parents of ELLs are surveyed. The data recorded on this document is used to provide the required language translation and oral interpretation services for all oral and written communication as well as face-to-face meetings and workshops in which oral interpretation is also needed.

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.

Our survey results show that the majority of our ELL parents require both written translation of school-related materials as well as oral interpretation services when receiving a phone call, at a face-to-face meeting, and at all school conferences and events. Our school's goggle document contains the ELL parent translation and interpretation data, and this spreadsheet is accessible by all staff. Staff knows which parents need translated materials and in what language, as well as oral interpretation for conversations and in-person meetings. This data is also shared regularly at cabinet meetings and PTA meetings so that the school is always aware of how to best meet the needs of the school's ELL parents. Reviewing this data serves the school leadership team in making sound decisions about what needs to be provided to parents.

Part B: Strategies and Activities

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

EWSIS translates all school letters and report cards into Chinese and Spanish; utilizes all online translated school letters in all languages available and which are needed as per our school parent language survey. With the use of the language survey google doc, school staff plans ahead for outgoing mailings and all school-related instances when written materials need to go home to an ELL parent. Our school's bilingual staff is aware of and plans for written translation of materials as the year progresses. Written translation of school-based letters are done by school staff and parent volunteers.

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.

All phone conversations and official school meetings, such as an IEP meeting, discipline meeting, etc., are scheduled by school staff and translation services are organized as per the parent's needs. For example, when a teacher needs to contact a parent that needs oral translation, that teacher schedules a phone conversation with the bilingual staff member who does oral translation in that language. When an IEP meeting is scheduled, the bilingual staff member who provides oral translation in that parent's language to also scheduled to attend the meeting and provide the service. Our school utilizes school staff and parent volunteers for oral interpretation services.

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.

Translated versions of the Bill of Parents Rights and Responsibilities and the Citywide Discipline Code are available on our schools websites under the Parent Link. There are various school signs in all offices indicating parents' rights for translation and interpretation services and who to contact for their needs.

Department of Education
Carmen Fariña, Chancellor

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.

Part A: School Information	
Name of School: East-West School Q281	DBN: 25Q281
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☒Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 63 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0
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 program will be a supplement to our ESL program during the day, supporting the ELLs learning through the 5 primary components of ESL instruction, Writing, Reading, Speaking, Listening, and Culture. We will support the students in social and real life experiences to help them develop their English language skills. Students will be given the opportunity to work with 4 ESL teachers in small settings on high interest activities after school from the start of the term on February 2 and continuing until regents week with the final day on June, 15 2015. Mr. Demeo, Ms. Lee, Ms. Choi and Ms. Chang are each certified ESL teachers and work with the students during the day on ESL instruction. We will offer two different classes to support learning English outside of the standard ESL classroom. American Culture: Ms. Lee We will focus on developing the students knowledge of American culture along with English language development though classes on American music and television. Classes will be given in English. Schedule: Starts February 4 and ends June 10th. The program will take place weekly on Wednesdays and run for an hour after school with 21 sessions through the end of the school year. 10 students Explore New York: Mr. DeMeo We will also have a class on New York City in which students do walking tours of Queens and Manhattan. Students will work in afterschool classes that are hands on and provide students with multiple ways to approach learning as new English speakers. Schedule: Starts February 5th and ends June 11th and will run every week for 2 hours afterschool each with 20 sessions through the end of the year. 10 students Subject Review support and Writing Preparation: Ms. Choi, Ms. Chang We will support students in writing skills development for intermediate and advanced students, with two sections, one for Middle School and one for High School each for 1 hour and 30 minutes. Schedule: Starts 1/27 and ends 4/28 with 12 sessions for 3 hours after school. 20 students Supplemental Small group instruction in content areas: Ms. Lee, Differentiated instruction of ELA and Social Studies targetting students who are off track in class grades,

Part B: Direct Instruction Supplemental Program Information
with a focus on middle school students in the morning. Schedule: The program will take place on 1/16 to 6/5 on Friday mornings 7:15am to 8:15am for 20 sessions. 18 students

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: At East-West School we believe that literacy should be taught throughout the subject areas, including ESL, and that the workshop model is a proven best practice to support our students. We will provide teachers with professional development training through Teachers College, with an emphasis on Literacy and ESL instruction through the Workshop model, the primary model at East-West School. We will also be working with the National Writing Project, who will provide targeted support for our ESL staff from January 26 to June 15th for 10 sessions. Jane Higgins is our contact person at the project and will be assigning us a coach to run PD in early January after assessing our needs as a school. The sessions will focus on how to support our students in writing, with a focus on support for ELLs with the ESL department. National Writing Project: Will take place every other Monday from January 26 to June 15 for 10 sessions of 80 minutes two times a month. The PD will take place during Monday afternoon professional development. Sessions will include: How to structure essay writing, How to use evidence to support your writing, and How to scaffold understanding writing prompts. Teachers College Reading and Writing Project: Mary Ehrenworth July Reading Institute- June 22 - 26, 2015 August Writing Institute- August 3-7, 2015 Teachers to be trained: Young Ah Choi Judy Lee Michael DeMeo Mei Chin Chang .

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: Schools expect the support of families in order to help students both academically and emotionally. However, parents who do not speak the language of the school often struggle to help their children with homework, talk to teachers about a child's progress, or even understand messages being sent home from the school. Adult Literacy classes that will help parents develop their skills in English and aid in the support of their children. 3 hour classes one time a month. 1/10, 2/7, 3/7, 4/25, 5/2, 6/6. Ms Chang, Ms. Hu (translator), Ms. Lee, 11am - 2pm 20 parents Examples: Supporting Student Homework at Home, Skedula Nuts and Bolts: How to support your child 2/7, 3/7 Parents will be notified through letters and postcards home with translation, phone calls from our Chinese, Korean, and Spanish speaking community assistants, PTA meetings, PTA annoucements, and announcements at our morning meetings. .

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____