

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **01M184**

School Name: **P.S. 184M SHUANG WEN**

Principal: **IRIS CHIU**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Shuang Wen School School Number (DBN): 01M184
Grades Served: Pre-K to 8
School Address: 327 Cherry Street, New York, NY 10002
Phone Number: 212-602-9700 Fax: 212-602-9764
School Contact Person: Iris Y. Chiu Email Address: IChiu@schools.nyc.gov
Principal: Iris Y. Chiu
UFT Chapter Leader: Michael Drucker
Parents' Association President: _____
SLT Chairperson: Lisa Jones
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Skye Stein
Student Representative(s): _____

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street, New York, NY 10001
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th FL, New York NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Iris Y. Chiu	*Principal or Designee	
Michael Drucker	*UFT Chapter Leader or Designee	
Gina Sung	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Skye Stein	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Jones	Member/ Parent	
Karen Poeppel	Member/ Parent	
Skye Stein	Member/ Parent	
Maria Liu Wong	Member/ Parent	
I-Hsing Sun	Member/ Parent	
Yvonne Chin	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mee Kwong	Member/ Staff	
Lauren Phillips	Member/ Staff	
Hua Guo	Member/ Staff	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Shuang Wen School Mission Statement:

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

Shuang Wen School has been building a "50-50 Two-Way Total Immersion Chinese-English Dual Language" Program one grade at a time since 2011. For the school year 2015-2016, our Dual Language Program has grown to include grades K to 5. Shuang Wen School has a partnership APEX for Youth After School Program to provide academic support and life skills in youth development to support our middle school students, grades 6-8.

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

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

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

01M184 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	664	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	7	# Drama
# Foreign Language	7	# Dance	3	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	60.3%	% Attendance Rate		98.0%
% Free Lunch	60.5%	% Reduced Lunch		10.5%
% Limited English Proficient	15.9%	% Students with Disabilities		11.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		3.0%
% Hispanic or Latino	8.1%	% Asian or Native Hawaiian/Pacific Islander		78.3%
% White	8.2%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.5%	Average Teacher Absences (2013-14)		4.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	69.3%	Mathematics Performance at levels 3 & 4		83.6%
Science Performance at levels 3 & 4 (4th Grade)	96.3%	Science Performance at levels 3 & 4 (8th Grade)		98.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will strengthen and prioritize our English and Dual Language curricula by acquiring and enhancing educational materials for the Dual Language (Mandarin/English) program, with Dual Language classes’ (K-5th grades) having 95% of necessary instructional material in Chinese aligned with Common Core Standards and the English CCLS curriculum

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Form SLT Curriculum Committee to research best practices on curricula: <ul style="list-style-type: none"> o Purchase English writing (grammar/writing programming) Dual Language materials (books that support content subject learning in Chinese complementary to Common Core and CCLS) 	Teachers/ Parents	Sep 2015 - June 2016	SLT Curriculum Committee (including parent representatives)
<ul style="list-style-type: none"> • Address special education students' needs in ICT classes (K-7th grades) by providing: <ul style="list-style-type: none"> o Small group instruction o Social-emotional support through counseling o Peer support (mixing high-performing with special needs students) After-school program tutoring 	Students	Sep 2015 – June 2016	School Administrators, Teachers, Guidance Counselors, Paraprofessionals and School-Based Support Team
Provide time, training and resources for teachers to continue updating and recording their CCLS-aligned curriculum in ATLAS, a digital platform for curriculum mapping	Teachers	Sep 2015- June 2016	Teachers, Grade Team Leaders, and Administrators
Students' written English expression, with considerable attention to grammar and spelling, in order to foster excellence in written communication, with 80% of students showing improvement based on the CCLS-Aligned End of Unit Project-Based Performance Task Assessment	Students	Sep 2015 - June 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Tax levy for hiring Special Education Teachers, Guidance Counselors, and Paraprofessionals
- NYSTL for purchasing books in grammar and writing techniques, and Chinese content subject-based trade books
- Title I (Professional Development) fund for purchasing professional learning books/research
- Title I fund for contracting consultants from Morningside Center for Social Emotional Learning and Literacy Consultants for Curriculum Development

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 50% of the classes would have implemented the new grammar and writing curriculum in the Literacy program by February 2016.
- 50% of the classes have implemented Morningside 4R Literacy based Social Emotional Learning program by February 2016.
- Complete Mid-Year Benchmark Assessments using the teacher-created Performance Task Writing Assessment Rubrics per CCLS-aligned Writing Prompt Assessments as prescribed in ATLAS by February 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the 2014-2015 school survey, students, parents and staff felt safe, supported and challenged by their teachers and peers. Students also expressed increased choices and options in terms of school programs (e.g. 75% students surveyed believe the school offered enough variety of programs compared to 50% in the prior year). The students prefer having more extra-curricular programs such as theater, sports, and art, instead of mostly academically focused programs

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will:

Cultivate a safe supportive environment for students, parents and teachers, through a school wide (and classroom) culture of social emotional learning, where more than 80% of classes implement and practice the 4R curriculum – Reading, Writing, Respect and Responsibility – in their humanities instructional periods

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide support for all teachers in the implementation of the 4R curriculum and the Social Emotional Learning	Teachers	Sep 2015 – June 2016	SEL Coach from Morningside Center, School Administrators, and Teachers
Learn, discuss, and practice Social Emotional Learning and Intelligence during designated SEL periods (Grades K-6) and/or advisory periods (Grades 7-8)	Teachers and Students	Sep 2015 – June 2016	Teachers
Provide Social Emotional Learning Parent Workshops, engaging and supporting parents with Social Emotional Learning	Parents	Sep 2015 – June 2016	SEL Coach, Parent Coordinator, School Administrators
Provide non-academic focused After School Programs in line with Youth Development, Art and Culture (Chess, Dance Studio, Art, Crafts, & Drawing, Kung Fu/Martial Arts, Lion Dance, Computer Technology, and Public Speaking programs)	Students	Sep 2015 – June 2016	After School Programs CBO and School Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Contracting Consultant/Coaching Services from Morningside Center for Social Emotional Learning. • Providing 4R curriculum Kits to all classrooms (Grades K-8) • Support SEL learning and professional development by relieving teachers from their regular teaching assignments and allowing teachers to attend PD/Coaching in SEL. • Contract with Community Based Organizations (CBO) to provide the cultural/enrichment program for Youth Development 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1, 2016:

- 50% of teachers will have implemented the 4R curriculum in Social Emotional Learning
- The school will have offered at least one parent workshop in SEL

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the school survey in 2014-2015, 45% of teachers felt there was not enough time to think carefully about, try, and evaluate new ideas which they learned from various professional development activities. In response to the survey result, we have designated common planning time during the day, and specific topics and working groups during the Monday afternoon PD time for teachers to work collaboratively.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, more than 95% of teachers will be engaged in professional learning activities that have been formed based on collaboration between teachers and administrators, through learning, studying, and practicing scientific research-based instructional knowledge, skills, tools, or strategies in their classrooms. Teachers will have been given time to study in small groups, and engaged in inter-visitation/learning walks at least once in their grade band/department.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Create a Professional Learning Committee to design and implement on-going faculty development programming • Committee meets monthly to reflect and monitor the progress of PD in various focus groups. • Modules include inter-classroom observations that focus on: Differentiation and purposeful grouping, and Oral language development • Additional topics might be added as needed 	<p>Teachers</p>	<p>Sep 2015 – June 2016</p>	<p>Professional Learning Committee</p> <p>(5 teachers from various grades and subjects, with principal and two assistant principals</p>
<ul style="list-style-type: none"> • To build the trust amongst teachers and administrators, we will provide opportunities for inter-visitations based on professional learning modules for learning walks 	<p>Teachers</p>	<p>Sep 2015 – June 2016</p>	<p>Professional Learning Committee</p>
<ul style="list-style-type: none"> • Weekly discussion, sharing and studying of professional learning topics during the Monday afternoon professional learning time • Activities include but are not limited to: <ul style="list-style-type: none"> o Studying and discussing best practices in instructional theory/ knowledge o Demonstration of learning in classrooms o Providing feedback and sharing of intervisitation/ learning walks o Additional coaching and suggestions from the contracted consultants, the Teacher Development Coach, and Teacher Team Leaders 	<p>Teachers</p>	<p>Sep 2015 – June 2016</p>	<p>Professional Learning Committee</p>

<ul style="list-style-type: none"> • Involve parent volunteers, such as Learning Leaders, to be involved in supporting classroom instruction: <ul style="list-style-type: none"> o Providing one-on-one tutoring in Reading/Literacy o Assisting students to check out books to take homes that are related to classroom study in the library • Increase parents' involvement by providing monthly parent meetings/workshops and inform the work Parent Learning Leaders have accomplished 	Parents, Guardians, Learning Leaders, Library Committee	Sep 2015 – June 2016	Parent Coordinator, Learning Leaders, Library Committee
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	----------------------	---------------------------------------------------------

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Contracted Consultants and Coaches • Professional Study/Research • Schedule adjustment/programming support • Learning Leaders 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By February 1, 2016, at least 50% of the teachers have engaged in classroom intervisitation/learning walks at least once. • By February 1, 2016, at least 90% of the teachers have engaged in collaboration activities such as team meetings and weekly Monday focus group meetings with at least 90% attendance rate
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Based on the 2014-2015 school survey, the school provided structure and time for teachers to work in teams (63% agreed), and only 60% of the teachers felt their professional development experiences were sustained and coherently focused. Therefore:

· School leaders (administrators) need to provide structured time to support teachers’ team planning and collaboration activities.

· School leaders need to increase or at least maintain the number of formal and informal classroom observations / visits to provide more meaningful and actionable feedback for professional growth and support.

· In order to build the trust and support healthy relationships with staff, the Professional Learning classroom observations / Intervisitations should provide constructive feedback for conversation and reflection, as well as resources for professional development, collegial inquiry and peer mentoring. The observations will not be used for purely evaluation purposes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 60% of teachers will take on leadership roles to facilitate at least one cycle of PD, curriculum development, or school event that drive student achievement across the school, grades and departments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • All teachers are part of a Grade Team with a self-selected Grade Team Leader to be actively involved in curriculum/instructional alignment and implementation. • School administrators participate in teachers' grade team meetings on regular basis. • All teachers are observed by administrators and peers who provide timely feedback afterwards, and participate in intervisitation observations at least once in the school year. • All teachers share their findings/takeaways from their learning walks during the Monday Afternoon Professional Learning Time at least once a month. • The Professional Learning Committee will meet with Grade Team Leaders to discuss and share their Professional Learning experience once a month, and assure vertical alignment across grades. 	<p>Teachers</p>	<p>Sep 2015 – June 2016</p>	<p>Grade Team Leaders, School Administrators, Professional Learning Committee members</p>
<p>Teachers are involved in decision-making and leadership roles, such as the Professional Learning Committee which designs and implements the school wide Professional Learning activities</p>	<p>Teachers</p>	<p>Sep 2015 – June 2016</p>	<p>Professional Learning Committee</p>
<p>School Administrators, Principals and Assistant Principals, will participate in grade team meetings on regular basis.</p>	<p>School Administrators</p>	<p>Sep 2015 – June 2016</p>	<p>Principal and Assistant Principals</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling adjustments
- Per Session
- Common Planning Time

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1, 2016, at least 50% of teachers will have shared their learning and takeaways from their research group, outside Professional Development, or classroom observations/intervisitations at least once with either the entire pedagogical staff, their grade teams or their departmental teams

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In the 2014-2015 School Survey, 90% of parents responded “satisfactory” to their assessment of school culture, compared to 86% the year before. Although we have been improving our school culture and climate steadily in the past few years, collaboration and communication among parents, teachers, and school administration are still not at a desirable level. We need to improve collaboration within the school community

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will:

Reach at least 80% of parents through monthly newsletter, parent workshops, and frequent email and phone messages that will assist parents supporting their children, both academically and social-emotionally

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide monthly parent workshops to discuss key issues that help parents support of their children’s academic learning	Parents	Sep 2015 – June 2016	School Administrators, Guidance Counselors, Parent Coordinator
Publish a monthly newsletter in both Chinese and English that showcases and highlights the success of various school programs, provides the most up-to-date information to parents, and celebrates school successes and events on regular basis	Parents	Sep 2015 – June 2016	Assistant Principals, Parent Coordinator, Teachers
Provide parent workshops and training in Social Emotional Intelligence and to build the trust and positive climate in school	Parents	Sep 2015 – June 2016	SEL Coach from Morningside Center
Provide language learning classes for parents who are interested in learning Chinese/English languages and culture in order to better assist their children in the Dual Language Program	Parents	Sep 2015 – June 2016	Learning Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Contract various agencies to provide professional development/workshops including but not limited to: <ul style="list-style-type: none"> o Learning Leaders o Charles B. Wang Health Clinic o Gouverneur Hospital o Morningside Center o APEX for Youth
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, published at least 5 newsletters in both Chinese and English, and provided at least 5 parent workshops in various parenting topics</p> <ul style="list-style-type: none"> · A calendar of events will provide an overview of parent workshops, parent classes and school events · Documentation of such events will be included in monthly newsletters as evidence of parent participation
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

	<p>NYC Science Scope & Sequence and ELA CCLS (K-8);</p> <p>Previous teachers' recommendations; Ongoing assessments;</p> <p>Classroom observations</p>			
Social Studies	<p>Below grade level (65% or below) based on school grading criteria and teacher created assessments and rubrics aligned to the NYC Social Studies Scope & Sequence and ELA CCLS;</p> <p>Previous teachers' recommendations; Ongoing assessments;</p> <p>Classroom observations</p>	<p><u>Discovering Our Past</u></p> <p><u>History of Us</u></p> <p>Short videos; Highlight the main ideas; Chunk the reading for meaning;</p> <p>Review vocabulary;</p> <p>Graphic organizers</p>	<p>Small group instruction; One-to-one tutoring; Peer groups; Differentiated grouping</p>	<p>During the school day; Morning tutoring; Lunch tutoring; APEX Afterschool program</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Teachers' Referrals; Evaluations; Lack of motivation;</p> <p>Significant grade fluctuation</p>	<p>Counseling (group or individual); Class presentations (time management, peer pressure...etc);</p> <p>Classroom observations;</p> <p>Self-awareness program; Self-esteem coping skills</p>	<p>Small group; One-to-one mentoring;</p> <p>Group counseling; mandated one-on-one counseling;</p> <p>Speech/ Literacy Service; After school tutoring; After School Mentoring program</p>	<p>During the school day; After School Mentoring Program (Counseling) provided by APEX for Youth</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We work with the Office of Teachers' Recruitment and Quality to recruit and implement retention strategies, and provide continuous support and professional development to ensure the success of our staff. We have also received a grant from the NYC Office of Teachers' Recruitment and Quality to provide additional stipends for new staff towards their college courses to achieve highly qualified teaching credentials.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• Provide one-to-one mentoring• Provide grade team support• Provide individualized Professional Development opportunities and Coaching

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • Implemented CCLS-aligned Pre-K curriculum that focuses on early childhood development • Parent Workshops for parents of Pre-K and K about early childhood development and early intervention • Early childhood teachers and paraprofessionals work as a team for curriculum planning and assessments • Early childhood teachers and Paraprofessionals attended professional development (Early Childhood Summer Institute) as a team during the summer and during the Per-K non-attendance days

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assistant Principal Chin and Pre-K teachers attended professional development/training in multiple assessments for Pre-K children, such as the Working Student Samples (WSS) assessment system and ESI-R. Teachers made their own selection of assessments based on their understanding of the various assessment options.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	277,790.00	x	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	72,467.00	x	5A, 5B, 5C, 5D, 5E
Title III, Part A	Federal	13,172.00	x	5B, 5C, 5E
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local			
----------------	-------	--	--	--

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Shuang Wen School Parent Involvement Plan

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;

P.S. 184 M, SHUANG WEN SCHOOL

327 Cherry Street, New York, NY 10002

Iris Y. Chiu, Principal

Yvonne Chin, Assistant Principal Mee Kwong, Assistant Principal

Telephone: (212)602-9700 Fax: (212)602-9710

School-Parent Compact

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

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

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.

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>P.S. 184 Shuang Wen</u>	DBN: <u>01M184</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>119</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

All Title III programs will provide additional content and language support in order to bring students to higher levels of English proficiency in the four modalities: listening, speaking, reading and writing. The language of instruction will be primary in English with support in Mandarin Chinese for the new comers. Additionally the ELL students need to be prepared for the language demands of the Common Core Learning Standards which needs to focus on non-fiction content. The Title III programs will enhance the language development of students while simultaneously giving students opportunities to engage in practicing English in all four modalities. The students will be periodically assessed during the program with assessments that are aligned with NYS standards and Common Core Learning Standards. Students whose results of assessment show need for additional assistance will be targeted for individualized or small group instruction that more specifically addresses and tailors to their needs. The Title III program will be provided by three K-12 licensed ESL/Bilingual teachers, two K-12 licensed Science teachers, and one K-12 Math licensed teachers.

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: _

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

We will also provide training to all teachers with ELL regarding the format and preparation of the NYSESLAT, as well as how to read and interpret the NYSESLAT scores of the different modalities in order to better prepare their lessons and unit plans to meet the needs of ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

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

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

- How to become a parent volunteers through the training of Learning Leaders?

- What are Common Core Learning Standards?

Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 184
School Name Shuang Wen School		

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 ENL teacher, and one parent.

Principal Iris Y. Chiu	Assistant Principal Yvonne Chin and Mee Kwong
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher I-Ling Hsieh Perez	School Counselor Pao-Lang Wang and Jia Yu
Teacher/Subject Area Hua Guo	Parent Lynn Beret
Teacher/Subject Area type here	Parent Coordinator Alice Ju McCabe
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Daniella Phillips	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	4	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (excluding pre-K)	630	Total number of ELLs	111	ELLs as share of total student population (%)	0.00%
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	3	3	3	3	3	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	35
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	84	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	25		9	71		26				0
ENL	5			9			1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
Chinese	11	51	42	31	15	61	18	43	12	52	11	65							0	0
SELECT ONE																			0	0
SELECT ONE WO							1		1										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
100

Number of students who speak three or more languages:

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	1	1	0	1	5	1	2	3					0
Emerging (Low Intermediate)	7	3	1	0	2	2	0	0	1					0
Transitioning (High Intermediate)	7	7	4	2	1	1	0	0	0					0
Expanding (Advanced)	3	24	5	9	7	3	2	2	1					0
Commanding (Proficient)	2	6	4	6	2	0	5	1	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	2	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	6	11	7	3	5	1	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	3	0	0	0
5	3	1	0	0	0
6	0	0	0	0	0
7	1	1	0	0	0
8	2	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1	0	3	0	3	0	2	1	0
5	0	0	4	0	0	3	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	1	0	1	0	0	0	0
8	0	1	0	0	0	1	0	1	0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra		1		1
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	1	5	11	2	28	53	35	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use face to face interviews, NYSITELL, and Fountas & Pinnell Leveled Literacy assessment program to assess ELLs' literacy skills. It provides our teachers understanding of student's proficiency levels in English, particularly specific data about their reading and writing ability. In the beginning of the year teachers are notified of their students' English language proficiencies from the LAB R/NYSITELL and NYSESLAT results; through which students are placed in strategic intervention based groups. From that point on teachers consult the test data and use a variety of assessments from Fountas and Pinnell to informal assessments to inform their instruction. For example, teachers gather data from the Fountas & Pinnell on ELLs fluency levels, recognition of sight words and vocabulary levels in their reading and writing skills. Teachers analyze the running records to reveal information about ELLs proficiency levels in reading and writing, which informs the specific intervention plans that will need to take place within the classroom and during differentiated small group instruction. Additionally teachers and school administrators continuously analyze such data to make sure that programs in place are effectively servicing our students. For example, school administrators evaluate student data to decide what areas students can benefit from by providing teachers with more PD opportunities to expand their skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data shows that a higher percentage of our students are at Transitioning or Expanding Levels according to the NYSITELL and NYSESLAT in the earlier grades from Kindergarten to 4th Grade. Students who have stayed in our programs have shown to gradually test out from the ESL program by testing out of the NYSESLAT; as shown by the fewer number of ESL students in grades 5 and above. We've also experienced an influx of ELLs in the past two years where our ELLs students populations grew from 13% to almost 44%. The performance data also shown that our Dual Lanague Program is successful because students in our Dual Language Program out performed the non-dual language program students in both ELA and Math for about 11% and 13% in ELA and Math Common Core Standardized tests, thus allowing students to reach Commencement Level more quickly.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Teachers review and analyze the assessments data and students' work (Homework and classwork) in their monthly grade team/departmental meetings to discuss and redirect their curriculum unit/lesson plans and class activities. We also set out school

wide instructional goals based on the AMAO data. Our instructional goals for our CEP is Oral Language Development and Improvement of students' writing / grammar skills.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Based on our diagnostic assessments, most of our ELLs are either in transitioning or expanding levels in English Proficiency. Our lower grade ELLs (K-5) will receive ESL support through the dual language instruction (in both English and Mandarin Chinese) in all content subject areas, students in grade 6-8 receive ESL instruction through pull-out or push-in support in English only. Since the instructions are done mainly through content subject areas in their classrooms, all four modalities of NYSESLAT - reading, writing, listening and speaking - are addressed and emphasized. Teachers continue to use students' work and periodic assessments to analyze students' strength and weakness in their weekly grade team meeting, which help teachers determine appropriate instructional strategies, grouping, and learning activities. Class instruction/lesson plans are also adjusted according to the analysis of student's performance.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

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

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

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

7. For dual language programs, answer the following:

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

We assess all students' listening, speaking, writing, and reading in Chinese using teachers developed leveled Reading Library, and through teacher observation, homework, in class learning activities, formal and informal testing, portfolios and performance tasks. In the result of 2014-2015 NYS ELA standardized test, approximately 68% of our students reached level 3 or 4. Level of proficiency varies by grade. However, by third grade, at minimum, all are able to carry a daily conversation, read and write a simple story in Chinese (Target language). On average, students are able to read and write using about 500 Chinese characters and common sentence structures. Students are able to write narrative, opinion, and informative pieces with grade-appropriate structures. In our State standardized exams, our Dual Language Program outperformed the Monolingual English only program students in both ELA and Math.

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

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

During grade level meetings, monthly dual language planning meetings, and Chancellor professional development days, where teachers are given designated time and/or release time to plan, teachers are constantly reflecting and evaluating their curriculum,

assessment and instruction for all students, especially for our ELLs and SWDs. A specific focus has been spent on aligning our curriculum and assessments to the Common Core State Standards.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The steps followed for the initial identification of those students who may possibly be ELLs begins with the school's registration process where our Bilingual school Secretary, Ms. Erin Ma and Bilingual Parent Coordinator, Ms. Alice Ju, register new student(s) in the preferred language of parents and students. This process includes administering the Home Language Identification Survey (HLIS) and an informal oral interview in English and in the native language with the assistance from an either ESL certified or Bilingual certified pedagogue. In the following steps, our BESIS Coordinator, certified CB with Chinese Bilingual Extension Teacher Ms. I-Ling Hsieh-Perez and other ESL teachers, then review the HLIS form and determines eligibility for NYSITELL testing. Then the testing coordinator/Assistant Principal, Yvonne Chin, organize and have the ESL or Bilingual certified teachers to administer the NYSITELL or Spanish Lab for Spanish-speaking ELLs to eligible students within ten days of registration. Additionally, Yvonne Chin, assistant principal and testing coordinator, will make appropriate programming and testing arrangements to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

BESIS Coordinator review student's transcript and communicate with classroom subject teachers about the student's academic capacity, and if in doubt, contact the student's parents to further determine if the student is SIFE or not.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At the registration, we ask parents in parents' preferred language if the child has an IEP, and if so, we keep a copy of the IEP and provide the IEP to the classroom teachers and LPT. The LPT team includes parents, Principal, Assistant Principal, BESIS Coordinator, ESL teachers, Bilingual teacher, Special Ed Liaison, and the Special Ed teacher designated for the specific grade. The team then decide what the best placement and supportive services necessary for the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is scanned and score is determined, BESIS coordinator then distribute the entitlement or non-entitlement parent notification letters in parents' preferred language for backpack home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The letter of explaining parents' right to appeal ELL status within 45 days in parents' preferred language is sent home through backpack.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

availability of the program. All activities are conducted in both English and parents' preferred language. Interpretation and translation are offered onsite.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parent surveys and program selection forms were given out in parents' preferred language during parent orientations, parent curriculum night, and backpacked homes for parents to fill out. Telephone calls were made if the parents did not return their survey or selection forms in a timely manner. BESIS coordinator and Assistant Principal Chin collect the forms and store them in Assistant Principal's office in a secured location. BESIS Coordinator and Assistant Principal Chin continue to monitor parent program choices and provide appropriate placement and service for the students.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Telephone calls were made if the parents did not return their survey or selection forms in a timely manner. BESIS coordinator and Assistant Principal Chin continue to monitor parent program choices and provide appropriate placement and service for the students.
9. Describe how your school ensures that placement parent notification letters are distributed.
BESIS coordinator and Assistant Principal Chin continue to monitor parent program choices and provide appropriate placement and service for the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
BESIS coordinator and Assistant Principal Chin collect and store the ELL documentations in Assistant Principal's Office and both personnels continue to monitor all ELL documentations through out the year.
11. 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.
The testing coordinator/Assistant Principal, Yvonne Chin uses the ATS reports to determine NYSESLAT eligibility. Then she organizes and have the ESL or Bilingual certified teachers to administers the NYSESLAT to eligible students within the testing window, and make appropriate programming and testing arrangements to annually evaluate ELLs in all four components of NYSESLAT, using the New York State English as a Second Language Achievement Test (NYSESLAT) material ordered from the New York State.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
BESIS coordinator distributes and Assistant Principal Chin monitors the distribution of entitlement and transitional support parent notification letter in parents' preferred language and provide appropriate placement and service for the students through out the year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents were informed that we are a English Chinese Dual Language School prior to applying for enrollment. Therefore, all parents are committed to Dual Language Program prior to coming into our school, which was reflected in parents' program choice forms. Per parents' choices, we will continue to grow our Dual Language program one grade a year until we have Dual Language Program from K-8.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Integrated ENL are implemented in our Dual Language program by grades (K-5) with heterogeneous grouping. Freestanding push-in and pull out ENL are provided in middle school level (6-8) as well as through Math subject (6-8) based ENL instruction by the Math with Bilingual Extension certified teacher.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Dual Language program are provided in K-1 following self-contained roller coaster model, and side by side model to students in grades 2-5.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Organizational models used differ across the grades based on the program model, using 50-50 total immersion Dual Language Program. Kindergarten and first grade classes follow a self-contained dual language model; second through fifth grades follow a side-by-side alternating day dual language model; Grades six through eight follows a free standing ESL model that is either a push-in and pull-out model. Per student's proficiency levels, students in Entering level receive total of 360 minutes of ENL instruction - 180 minutes of ENL, and 180 of Integrated ENL by certified ESL or Bilingual teachers. Students in Emerging level receive total of 360 minutes of ENL instruction -- which includes 270 minutes of Integrated ENL Instruction and 90 minutes of ENL by ESL or Bilingual certified teachers. Students in Transitioning and Expanding Levels receive 180 minutes in Integrated ENL instruction by ESL or Bilingual certified teachers, and students who reached Commanding level or Proficient level in the past two years receive 90 minutes of Integrated ENL in ELA, content areas, such as Math and Social Studies, by certified ESL or Bilingual teachers.

All classes are heterogeneously grouped. The upper grade group (Grades 6-8) mostly convenes as an ungraded group. Additional periods are given to beginner and intermediate ESL students who require additional mandated time
3. Describe how core content is delivered in each program model. 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.
In the Dual Language Program grades K-5, the content subject areas are being delivered in both English and Mandarin Chinese where 50% of instructional time is delivered in English and 50% of instructional time is delivered in Mandarin Chinese. ENL and Bilingual instructional methodologies with Shelter strategies are implemented in the classrooms across all subject areas. Content areas are delivered in each program model through the instruction of thematic units. All teachers collaboratively plan thematic units around social studies and/or science themes as indicated by the state standards for that grade. Teachers incorporate a range of language and instructional approaches and methods to make content comprehensible in order to enrich language development.

In our dual language program, content areas are delivered through the instruction of thematic units in both languages. Each unit integrates multiple subjects such as ELA, Chinese language arts, social studies and science. Math is delivered in both languages, too. Materials: For 2015-2016, for ELA in Grades K-5, we use Common Core aligned "Reading Wonders" and supporting material published by McGraw Hill. For math, we use My Math. For Chinese, teachers develop Chinese thematic units corresponding to "Reading Wonders" units. We will also use trade books, translated picture books, workbooks from Chinese-speaking countries. Social studies and science are integrated with ELA and Chinese language arts into thematic units. For Grades 6-8, Free standing ENL program is provided through integration of content subject areas, using material that is aligned with the specific grade content specialty subject material which is Common Core Learning Standards aligned.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, careful attention is paid during the registration process to the language (dialect) spoken by the family and what was indicated on the Home Language Survey. Many of our school personnel are able to support assessing the level of native language ability in the students' particular dialect. However, we also do extensive assessment in Mandarin Chinese as well. Over the past four of years, teachers have worked collaboratively and have developed leveled Chinese reading material and assessment tools that are aligned with the English curriculum and the New York State Common Core Learning Standards.

Diagnostic for DL program: We rely on teachers developed leveled reading assessment tools, teacher observations, beginning of

the year assessments, portfolios/work samples/teacher comments from previous years and on-going formative assessments to track and monitor students' progress in their home language.

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

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

We assess all students' listening, speaking, writing, reading through teacher observations, ongoing formal and informal testing, portfolios, and age-appropriate and Common Core aligned performance tasks. Students are assessed almost daily on informal assessments and monthly based on units for the performance tasks and formal testing. For example, staff and school administration look at results from the state exams to start planning for instruction for the testing grades. According to the results of the 2014-2015 NYS ELA standardized test, approximately 68% of our students reached level 3 or 4 which activated a school-wide effort to implement Common-Core aligned curriculums in the classroom so that students, especially ELLs can perform better on the state tests. Student performance was also compared between ELLs and non-ELLs on the state exams. For the non-testing grades students are evaluated on all four modalities through a variety of ongoing assessments, such as Fountas & Pinnell testing and ongoing literacy based observations that will inform differentiated classroom instruction. For example, teachers evaluate students' oral language vocabulary skills through performance tasks and listening skills through assessments. Using such data students are then evaluated comprehensively on all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

For former ELLs, they receive additional 90 minutes of ENL through content areas provided by ESL or Bilingual teachers, who ensures that students are provided with the ongoing differentiated instructional strategies in the classroom and are monitored through consistent assessments throughout the schooling year. Also on formal tests, former ELLs are provided with extra support if allowed by the assessment. For example on the Fountas and Pinnell task, former ELLs are given more vocabulary preview before reading a book to make sure that they are able to read the book at hand.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Parents were invited to school for a conference to help them understand the appeal process and how the changes in student's entitlement status might affect the type of support and services the students will receive.

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

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

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

The school administration all ensures that ELL-SWDs receive appropriate instruction by ensuring that their needs are met through IEP recommended staffing. Students who are ELL-SWDs are assigned to a staff member who provides SETSS if necessary and also push-in/pull-out support.

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

Special Ed teachers, ESL and Dual Language Bilingual teachers work together to delivered/implemented IEP goals through content subject areas instruction in the ICT classroom environment or SETSS services. Teachers address students' academic and lanaguage development through academic language and content knowledge instruction and learning activities. Specific strategies include:

- a) Teachers meet regularly during their common planning time and analyze and do item analysis of students' work or assessments, the result of NYS standardized exams (including NYSESLAT) to identify the areas of challenges for ELLs to implement specific instructional strategies in their curriculum, lessons and learning activities during their Chat and Chew sessions with grade teams and Assistant Principals.
- b) Students are guided to complete performance tasks that are aligned with Common Core Learning Standards in both ELA and Math which will require students to present their work through oral presentation and essay writing.
- c) Staff implement curriculum incorporating ESL methodology using ATLAS online planning software to plan their unit plans, assessments and curriculum which is aligned with Common Core Learning Standards.
- d) Teachers analyze and understand the strength and weakness of individual student's learning via strategies and plans in Response to Intervention Program (RTI). Monthly grade team meetings to set learning goals for students as well as implementing differentiated strategies to address different student's learning needs.
- e) Professional Development, one-on-one coaching provided by contracted consultants, and resources provided to teachers in both General Education and Special Education regarding different entry points in Universal Design for Learning (UDL) for ELL-SWDs to help them achieve their IEP goals and attend English proficiency in the ICT classrooms, which is least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

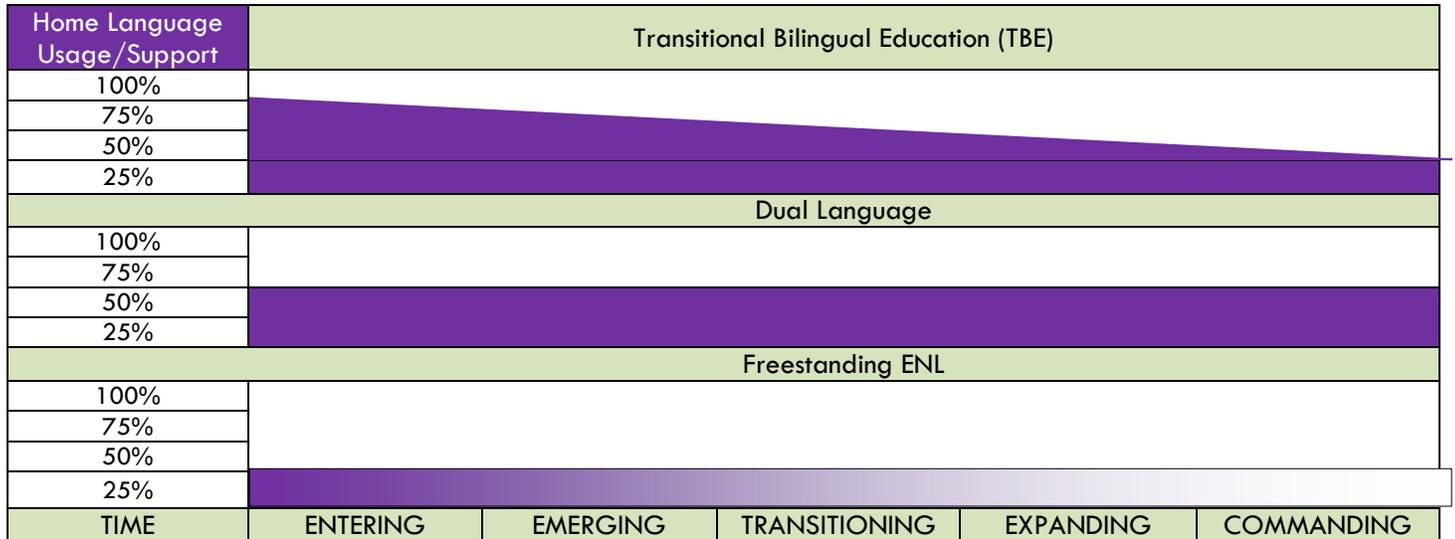


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Both ESL and Dual Language Bilingual education are delivered/implemented through content subject areas instruction. ESL or Bilingual certified Teachers address students' academic and language development through academic language and content knowledge instruction and learning activities. Specific strategies include:
- Teachers analyze and do item analysis of the result of NYS standardized exams (including NYSESLAT) to identify the areas of challenges for ELLs to implement specific instructional strategies in their curriculum, lessons and learning activities during their Chat and Chew sessions with grade teams and Assistant Principals.
 - Students are guided to complete performance tasks that are aligned with Common Core Learning Standards in both ELA and Math which will require students to present their work through oral presentation and essay writing.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All our teachers are made aware that they are teachers of ELLs because when they receive their class rosters in the beginning of the year, they see ELLs and SWDs are clearly identified with special support each child needs. During our common planning time, teachers consistently talked about differentiation and instructional strategies to use and interventions necessary to support the ELLs or SWDs. Our students in Dual Language Program outperformed Monolingual English only program students in both ELA and Math Common Core New York State Standardized tests. Most of our students in Freestanding ENL program tested out within 2-3 years.
12. What new programs or improvements will be considered for the upcoming school year?
- Our Dual Language Program shall grow to the sixth grade next year. We have also brought in additional CBO After School Programs for additional academic support and it is expected to continue.
13. What programs/services for ELLs will be discontinued and why?
- No program or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Information about Title III supplemental services or after school programs are posted on school website and on the front door entrance. ALL parents, including parents of ELLs, also receive regular emails and newsletter informing them the application window and opportunity to register for the programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- We subscribe to the Achieve 3000 online learning through iLearn. Students use laptops through computer carts or in the computer labs to enhance and improve their literacy skills through online Achieve 3000 programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home Language (Mandarin Chinese) is being supported via Dual Language Program daily instruction
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Required services, support, and resources correspond to ELLs' ages and grade levels. As our whole school works to align its curriculum and instruction to the Common Core State Standards, a heavier emphasis will be paid to the integration of content and literacy through the use (reading/writing) of informational text. This emphasis makes it easier to find materials at varied reading levels that are appropriate and correspond to ELLs' ages and grade levels. Teachers meet in grade teams, attend PD trainings and discuss age specific strategies that provides support for the ELLs appropriate age and level. Additionally, the Dual Language curriculum is utilized to draw upon ELLs' native language comprehension, to transfer to their comprehension in English. This allows teachers to utilize different strategies such as reading a read aloud text in an ELLs native language to support their comprehension in the English language.
- In our dual language program, all students receive instruction in Chinese 50% of the daily instructional time and English 50% of the daily instructional time. In our free-standing ESL program, entering and emerging levels students are given 360 minutes, or 8 forty-five minute periods, of ESL instruction through content. Native language is only used as a minimal support for students in the free-standing ESL program. For advanced students, 180 minutes, or 4 periods, are delivered by an ESL teacher and 180 minutes are delivered by an ELA teacher.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- We currently do not offer activities in our school other than Dual Language Bilingual program or ESL program to assist newly enrolled ELL students before the beginning of the school year. However, some of our students arrive at different points throughout the school year. In these instances, these students are enrolled in the Title III afterschool program where they can get immediate support in a smaller group setting. We also offer parent workshops for ELLs parents and parent orientation to assist the parents and students transition into the new school year.

19. What language electives are offered to ELLs?

We only offer language elective in Mandarin Chinese for grades 6-8. All students in K-5 take courses in both English and Mandarin Chinese.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

EPs and ELLs are integrated in one classroom 100% of the time. However, there are times when the teachers may homogeneously group students within the classroom in order to address specific needs within a lesson. Most of the content areas are integrated into the general classroom instruction, however, in grades 3 - 6, we have an additional science cluster teacher who teaches each class (in English) once a week.

In dual language program, all content areas are taught in both languages. Subjects are taught through integrated thematic units in both languages. For example, students learn a lesson on day one in L1. On day 2, students review what they have learned on day 1 and learn a new lesson in L2. On day 3, students review what they have learned in day 2 and learn a new lesson in L1. And so on and so force. In addition to learning science in Chinese and English with their homeroom teachers, grade 1 and 2 students also have one period of science in English once a week, which is taught by a cluster teacher.

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

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

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

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

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

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development (PD) plan for ELL personnel includes the following:
Mentors for new teachers; TDC coaching; Contracted Consultant for curriculum and instruction coaching; Onsite PD trainings, meetings and planning time for teachers of ELLs held during weekly common planning time, Chancellor PD Days, Monday afternoon teacher PD/planning time, ESL and Dual Language training provided by District office and MSFC; Off-site PD workshops and conferences NYCDOE (DELLSS) sponsored, LOTE conference, Chinese Bilingual Teacher Learning Institute, and Spring City-wide Bilingual Education Symposium, etc.); and frequent informal observations by administration with feedback from school administrators.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development (PD) plan for ELL personnel includes the following:
Mentors for new teachers; TDC coaching; Contracted Consultant for curriculum and instruction coaching; Onsite PD trainings, meetings and planning time for teachers of ELLs held during weekly common planning time, Chancellor PD Days, Monday afternoon teacher PD/planning time, ESL and Dual Language training provided by District office and MSFC; Off-site PD workshops and conferences NYCDOE (DELLSS) sponsored, LOTE conference, Chinese Bilingual Teacher Learning Institute, and Spring City-wide Bilingual Education Symposium, etc.); and frequent informal observations by administration with feedback from school administrators.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Because we are a Pre-Kindergarten through 8th grade school, we are able to provide staff the same supports as the ELLs progress from grade to grade within our school. This includes coaching, ongoing feedback from administrators, articulation between teachers across grades and content areas as well as with the guidance counselor.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The professional development (PD) plan for ELL personnel includes the following:
Mentors for new teachers; TDC coaching; Onsite PD trainings, meetings and planning time for teachers of ELLs held during weekly common planning time, Chancellor PD Days, Monday Afternoon PD/ teacher planning time, monthly faculty conferences and release days; Off-site PD workshops and conferences NYCDOE (DELLSS) sponsored, LOTE conference, Chinese Bilingual Teacher Learning Institute, Spring City-wide Bilingual Education Symposium, etc.); and frequent informal observations by administration with feedback.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We designated every Tuesday afternoon as the time for teachers to meet with parents and discuss their students' goals and progress. Interpretation and translation are also provided by in-house staff or over the phone translation service. During curriculum nights and Parents Teachers Conference, teachers discuss with parents their benchmarks progress in details. Translation and interpretation services are provided through in-house staff or contracted interpretation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. For ELL who are SWD, student's progress are monitored closely by the Special Ed Teachers and Special Ed Liason, Ms. Amy Lu, and Assistance Principal Ms. Yvonne Chin. Annual IEP and tri-annual IEP meetings are held according to IEP recommended schedule with the ELL parents, all subject teachers, Special Education service providers, and school administrators.

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

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

Finally, parents are also welcome to volunteer in our school. We contracted Learning Leaders Inc. to train and vested our parents to become active members of our school community, not only in classroom instructional support but also in providing library access to our students, assistance in cafeteria, as well as organizing and supporting school wide events such as Book Fairs, Field Day, and Lunar New Year celebration. Our parent coordinator continue to reach out to parents who have time to help out around the school or in the classrooms.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school staff as well as our community partners will provide parent workshops throughout the year covering a range of topics such as: How to communicate with your child; Introduction to the HS application process; How to help your child prepare for the NYS standardized tests. The school has a few community based organizations that we partner with including APEX for Youth, SWAN, Gouvenors Hospital/Medical Center, Shadowbox Theatre and the Charles B. Wang Community Health Center. We have partnered with them mostly to provide additional services to our children.

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

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents using Parent Surveys

6. How do your parental involvement activities address the needs of the parents?

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

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

the Chinese phonics system that their children in primary grades were learning. We also began English and Chinese classes for parents through the support of Learning Leaders to help parents learn English and Chinese, so they can assist their children when doing homework.

D. Additional Information

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

Paste response here:

School Name: Shuang Wen School

School DBN: 01M184

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Y. Chiu	Principal		10/15/15
Yvonne Chin	Assistant Principal		10/15/15
Alice Ju McCabe	Parent Coordinator		10/15/15
I-Ling Hsieh-Perez	ENL/Bilingual Teacher		10/15/15
Lynn Beret	Parent		10/15/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Daniella Phillips	Superintendent		10/15/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Based on the Home Language surveys given to each student upon first entering our school and statistical data on our school report card, the parent coordinator, along with our bilingual school aides ensure that all written and oral interpretation needs are met within the calendar of events and documents issued by the DOE in English. All parent meeting, events and workshops are convened by having a Chinese interpreter present. The Blue Emergency Card, HILS and ATS reports indicated that more than 85% of our parents chose Chinese as their primary language of communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Majority of our parents' preferred language for both written and oral communication is Chinese. Few listed Spanish other than English. Therefore, about 90% of all documents generated must be accompanied by a Chinese translation.
At monthly PTA meeting, an interpreter is always present to provide simultaneous translation in Chinese.
Information is reported during PTA meetings and follow up notices are sent home with translation.
All meeting notices and announcement about school events are translated and posted on the school website, the Parents' Bulletin Board, located outside of the Parents' Room and on the door of the front entrance.
During open school nights and parent teacher conferences, Mandarin and Cantonese Interpreters are

available and assigned on each floor to assist the English speaking teachers for translations and interpretations.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent handbooks, monthly newsletters to parents, school calendar, any school and DoE announcements, PTA announcements, Learning Leaders announcements, after school program infoamtions, all testing infromation or school wide event announcements. Information on School website is also translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night, Parent-Teacher Conferences, Parent Workshops, Parent Trainings (English or Chinese Class for parents), Learning Leaders Parent Volunteers training, PTA meetings, School Informational Tours, and communications between Guidance Counselors and parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation needs are identified via HILS, Blue Emergency Card or parent survey at registration. Most of my office staff and teachers are bilingual so we do translations of the necessary documents in house. Below please see our plan:

All translation services are provided by the Dual Language teachers, parent coordinator and designated school aides.

- a. All school announcements and signs are translated both in Chinese and English and are posted on school website and the Parents' Bulletin Board.

- b. Teachers can send the documents to the main office three days in advance and have their letters and announcement translated.
- c. 98% of send home notices are written in English and Chinese Mandarin.
- d. All school news and events are sent out to parents as email blast by online emailing system.
- e. DoE contracted vendors that provide translation and interpretation services are hired via Title III funding.
- f. Volunteers recruited from CBOs also provide onsite

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

- Oral translation services are provided by the parent coordinator, designated school aides, Learning Leaders and in some cases, parent volunteers.
- a. The office administrators are mostly bilingual to meet the parents' need of interpretation at all times.
 - b. Outreach phone calls to home are provided in both languages.
 - c. DoE contracted vendors that provide translation and interpretation services are hired via Title III funding.
 - e. Volunteers recruited from CBOs also provide onsite
 - f. We only contact interpretation service provided by the over-the-phone intereters via the Translation and Interpretation Unit when the languages parents required are not available amongst our school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers and staff are informed via emails.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The information is on school website as well as at the Safety Agent's desk/bulletin board at the front entrance.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use parent survey to gather information and feedback from parents. Our parent coordinator also are in constant communication with parents to receive feedback from parents formally and informally.