

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	01M184
School Name	P.S. 184m Shuang Wen
Principal	Jeremy Kabinoff, Ed.D.

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (START)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
 - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
 - *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
 - *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked [here](#):

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Shuang Wen School
District Borough Number (DBN):	01M184
Grades Served:	Pre-K to 8
School Address:	327 Cherry Street, Manhattan NY 10002
Phone Number:	212-602-9700
Fax:	(212) 602-9764
School Contact Person:	Jeremy Kabinoff, Ed.D.
School Contact Person Email Address:	jkabino@schools.nyc.gov
Principal:	Jeremy Kabinoff, Ed. D.
United Federation of Teachers (UFT) Chapter Leader:	Kevin Yuhas
Parents' Association President:	Marc Simmons and Gael Zafrany
SLT Chairperson:	Samantha Leung

Title I Parent Advisory Council Chairperson (PAC):	Grace Shen
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Ji Yeon Yi
School-Based Students in Temporary Housing (STH) Liaison:	N/A

District Information

Geographic District:	District 1
Superintendent:	Carry Chan
Superintendent's Office Address:	333 Seventh Ave, 8 th FL, New York NY 10001
Superintendent's Email Address:	CChan2@schools.nyc.gov
Phone Number:	212-602-9700
Fax:	(212) 602-9764

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT

members also serve as the CET for Receivership schools.

- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Jeremy Kabinoff	Principal or Designee*		
Kevin Yuhas	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Gael Zafrany	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Grace Ling	District Council 37 (DC 37) Representative (staff), if applicable		
Grace Shen	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
Ji Yeon Yi	CBO Representative, if applicable		
Yiatin Chu	Member/Parent		
Brian Dornicik	Member/Teacher		
Samantha Leung	Member/Teacher		
Ellene Hu	Member/Parent		
Treena Thibodeau	Member/Teacher		
Ee Tay	Member/Parent		
N/A	Member/		
N/A	Member/		
N/A	Member/		

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Recognition School
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Provide your school's mission statement:	Shuang Wen P.S./M.S.184 prepares students to become ethical, global citizens through a rigorous curriculum, high expectations and supportive environment with immersive dual language instruction in English and Mandarin. Shuang Wen promotes intellectual, physical and social-emotional well-being to advance academic and personal growth so that our students reach their full potential. Shuang Wen fosters a sense of communal responsibility and solidarity through the celebration of languages, cultures and diversity.
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Shuang Wen School is a Chinese-English Dual Language school where the Chinese Dual Language program is implemented from Grades Pre K-8. Currently, Shuang Wen School has a partnership with DYCD sponsored APEX for Youth and Chinatown Man Power (CMP) After-School Program to provide academic support and life skills in youth development to support our students, grades Pre K-8, and Chinatown Manpower (CMP) Afterschool Program will provide Chinese Language Academic support to students Pre-K to 8. The strengths of the school are parent involvement, commitment to students' academic learning, and high academic performance across all subject areas. Shuang Wen School has been recognized as a "Reward School" and "Recognition School" by the New York State Department of Education, acknowledged as a school with success in closing achievement gaps and educational excellence. 76% of Shuang Wen students met grade standards in the NYS CCLS Standardized ELA tests, while the New York City average was 28%. 82% of our students met grade level standards in NYS CCLS standardized Math tests, while the NYC average was 34%. Student demographics at Shuang Wen School has changed during the past few years. Percentages of ENL's and SWD's have significantly increased from 2011 to 2020. The percentage of ENL's increased from around 10% to 17.4% (includes former ELLs who tested out in NYSESLAT over the last two years, close to 50% of our students are either ELL or former ELLs), and the percentage of SWD increased from 3% to 20%.
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Math	K-5	Envision Math/Remote & Print	I-Ready/Imagine Learning supplementation
ELA	K-5	Reading Wonders/Remote & Print	I-Ready/Imagine Learning supplementation EPIC Reading
Math	6-8	Algebra 1 Print, Glencoe Print and Remote,	Teacher Pay Teacher/I-Ready, Nearpod, Peardeck, Brainpop, Imagine Learning
ELA	6-8	Educating Powerful Writers/Print,	Flocabulary, Nearpod, Flocabulary, I-Ready, Imagine Learning

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Comprehension: Informational Text	16% of all Students were classified as Tier 3 via the I-Ready Diagnostic Tool	Scope and Sequence/Units of Study
Comprehension: Informational Text	18-28% of students ranging from grades 6-8 were classified as Tier 3 as per the I-Ready Diagnostic Tool	Depth of small group instruction and Tier 2/3 Research Based Interventions.
Academic Vocabulary	12% of all students were classified as Tier 3 via the I-Ready Diagnostic Tool.	Depth of Inter-disciplinary units of study emphasizing academic vocabulary.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	71% Tier 1	By June, 2023, Elementary/Middle School ELA for All Students will Increase Increase by 9%, from 71% Tier 1 to 80%, as measured by I-Ready ELA Diagnostic Tool.
Students with Disabilities (SWD)	36.4	By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will Increase 4.6%, from 36.4% to 50%, as measured by NYS ELA Examination.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/13/22			
I-Ready ELA Diagnostic Tool	Comprehension: Literature	I-Ready Diagnostic tool	50% Tier 1	65% Tier 1	80% Tier 1
NYS ELA exam	Analyzed Text	I-Ready Diagnostic Tool	20% Tier 1	30% Tier 1	40% Tier 1

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. **Note:** Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/05/2022	01/31/2023	Ongoing Professional Learning for All Staff
09/05/2022	01/31/2023	Instructional Leadership Team planning
09/05/2022	01/31/2023	Teacher Teaming and Planning/Data Analysis

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Afterschool/Saturday Opportunities for All Students
02/01/2023	06/26/2023	Teacher Teaming/Data Analysis
02/01/2023	06/26/2023	Brook Tech/Stuyvesant HS Tutor Program

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/2022	12/31/2022	Parent Engagement Principal Led Sessions, Parent Coordinator Led Parent Engagement Sessions, Academic Parent teacher sessions	APEX For our Youth/Shuang Wen PTA/Shuang Wen PTA, Shuang Wen ILT/District 1 Office/Manhattan Borough Office
01/03/2023	06/30/2023	Parent Engagement Principal Led Sessions, Parent Coordinator Led Parent Engagement Sessions, Academic Parent teacher sessions	APEX For our Youth/Shuang Wen PTA/Shuang Wen PTA, Shuang Wen ILT/District 1 Office/Manhattan Borough Office

Human Resources	MSQI Lead teachers along with Model Teachers and Peer Instructional Coaches.
Instructional Resources	Wilson/Just Words/Degrees of Reading Power Assessment Tool
Schedule Adjustments	Working with Monday Professional development and teacher team time slots along with common planning and professional periods.
Other Resources Needed	Continued professional development regarding Tier 2 and Tier 3 research based strategies and programs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.

- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Geometry	8% of all students were classified in Tier 3 as per the I-Ready Diagnostic Tool	Grade 8 Students exhibited 16% two or more grade levels below in Mathematics via the I-Ready Diagnostic Tool.
Geometry	27% of all grade 4 students exhibited one or more grade level below in Geometry as per the I-Ready Diagnostic Tool.	Re-alignment of scope and sequence and material asked via the I-Ready Diagnostic Tool.
Number Sense and Operation	17% of all students were classified in Tier 3 as per the I-Ready Diagnostic Tool.	Grade 8 Students exhibited 20% one or below grade level on Number Sense and Operations via the I-Ready Diagnostic Tool. Scope and Sequence emphasized more focus on Algebra and Algebraic Thinking as oppose to Number Sense and Operations.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	77%	By June, 2023, Elementary/Middle School Math for All Students will Increase Students will increase by 8%, from 77% to 85%, as measured by I-Ready Math Diagnostic Results.
Students with Disabilities (SWD)	55.4	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 4.6%, from 55.4% to 60%, as measured by NYS Math examination.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 15, 2022			
I-Ready Mathematics Diagnostic Tool	Algebra and Algebraic Thinking	78% Tier 1	45%	62% Tier 1	80% Tier 1
I-Ready Diagnostic Tool	Solving Unit Rates	55%	50% Tier 1	55% Tier 1	60% Tier 1 Target

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes.

Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/05/2022	01/31/2023	Ongoing Professional Learning via Visible Thinking
09/05/2022	01/31/2023	Instructional Leadership Team Planning
09/05/2022	01/31/2023	Team Team Data Planning

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Student After-School/Saturday Support
02/01/2023	06/26/2023	BK Tech/Stuyvesant HS intern Tutor Program
02/01/2022	06/26/2023	Continued ILT/Teacher Team Planning and Data Analysis

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/31/2022	Parent Engagement Principal Led Sessions, Parent Coordinator Led Parent Engagement Sessions, Academic Parent teacher sessions	APEX For our Youth/Shuang Wen PTA/Shuang Wen PTA, Shuang Wen ILT/District 1 Office/Manhattan Borough Office
01/03/2023	06/30/2023	Parent Engagement Principal Led Sessions, Parent Coordinator Led Parent Engagement Sessions, Academic Parent teacher sessions	APEX For our Youth/Shuang Wen PTA/Shuang Wen PTA, Shuang Wen ILT/District 1 Office/Manhattan Borough Office

Human Resources	Institution of Interventionists and coaches along with Model Teachers and Peer Instructional Coaches.
Instructional Resources	Rigor Relevance Professional Learning along with Algebra For All professional learning
Schedule Adjustments	Working with Monday Professional development and teacher team time slots along with common planning and professional periods.
Other Resources Needed	Continued professional development regarding Tier 2 and Tier 3 research based strategies and programs.

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	55% of students say that students rarely or never harass, bully, or intimidate other students at their school.	By June, 2023, practices related to Preventing Bullying will improve 15%, from 55% of students say that students rarely or never harass, bully, or intimidate other students at their school. to 70%, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should

reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		09/13/2021			
School Learning Environment Survey	Preventing Bullying	2021 Learning Environment Survey	By November 29, 2021, data from the Shuang Wen LES Survey will reflect a 5% growth from 15% via the LE Survey	10% growth	15% growth

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes.

Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	01/03/2023	SEL Team along with ILT team will design and construct SEL anti-bullying plan for the 2021-22 school year
08/30/2022	01/03/2023	SEL Team and ILT lead will Facilitate Staff Professional Learning Sessions.
08/30/2022	01/03/2023	SEL Team, ILT Lead, School Social Worker will conduct student led anti-bullying sessions.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	School Social Worker will conduct and facilitate parent anti-bullying informational sessions.
02/01/2023	06/30/2023	School Social Worker will lead administrative cabinet meetings based on bullying and survey data.
02/01/2023	06/30/2023	Shuang Wen Admins along with School Social Worker, Guidance Counselors, etc. will engage in bi-weekly meetings discussing attributes of anti-bullying.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/31/2023		Parent Coordinator, SLT, SEL Team, ILT team, APEX
01/03/2022	06/30/2022		Parent Coordinator, SLT, SEL Team, ILT team, APEX

Human Resources	Institution of School Social Worker
Instructional Resources	Anti-bullying curriculum
Schedule Adjustments	Use of Monday teacher professional development time slots along with strategic use of parent engagement time via the lens of being an upstander and the anti-bullying curriculum
Other Resources Needed	Anti-bullying resources from Lee Hirsch's "Bullying" project

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	95%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP Completion by Increase 5%, from 95% to 100%, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/13/2021			
SEGIS	IEP	95	97	98	100

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/24/2022	01/03/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Admin team will meet with SBST and IEP Lead Teacher and review IEP along with current school program
08/24/2022	01/02/2023	Develop appropriately rigorous standards-aligned annual goals	IEP lead teacher will facilitate planning sessions with all special education teachers with emphasis on personalized learning, goal setting and data review.
08/24/2022	01/02/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP lead teacher will review with teams on a monthly basis.
08/24/2022	01/02/2023	Ensure that programs and services mandated on each student's IEP are delivered	Admin, SBST team and IEP teacher will meet frequently to review.
08/24/2022	01/02/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	SBST team and IEP lead teacher will collaborate to ensure transition needs are met.
08/24/2022	01/02/2023	Conduct IEP meetings within specified compliance dates	SBST team along with IEP teacher will meet on a regular basis to review and ensure compliance
08/24/2022	01/02/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SBST team, IEP lead teacher along with special ed personnel will meet with Admin to ensure efficiency and compliance.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/31/2022	IEP Lead Teacher and Sped Team led parent sessions, Family Engagement sessions.	SBST, Manhattan Borough Special Education Office, District 1, Shuang Wen Special Education Team, IEP Lead Teacher
01/03/2023	06/30/2023	IEP Lead Teacher and Sped Team led parent sessions, Family Engagement sessions	SBST, Manhattan Borough Special Education Office, District 1, Shuang Wen Special Education Team, IEP Lead Teacher

Human Resources	Initiation of Full Time IEP/Special Education Coordinator
Instructional Resources	SBST documents and resources aligned to quality IEP's
Schedule Adjustments	Working with Monday Professional development and teacher team time slots along with common planning and professional periods.
Other Resources Needed	Access to Manhattan Borough Leads to support quality IEP writing and development.

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Just Words	14-50% on Degrees of Reading Power Assessment Tool	MSQI Framework	small group instruction	During school/After School	No
Wilson	Below 14% on Degrees of Reading Power Assessment Tool	MSQI Framework	one-on-one, small group	During School/After School	No
Reading Rescue			One-on-one	During school day	No

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Circle of Self Care	Attendance, nature of work habit, academic performance, teacher's recommendations	SEL/Cultural Responsive Focused program	Small group discussion and tutoring	Tuesdays and Thursdays afterschool	Yes, laptops will be provided.
FBA/BIP	SBST Team	Shuang Wen Special Education Referral Process	one-on-one	During and After school	Yes, laptops will be provided
Peer Tutoring/Buddy System	Grade team referrals	Shuang Wen Honor Code Program	Small group	During and After school	Yes, laptops will be provided

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	78 students
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Describe the services you are planning to provide to the STH population.	<p>P.S. 184m Shuang Wen will support parents and family members that are designated Students in Temporary Housing by: providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

Shuang Wen PS 184m will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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 the school and will work to ensure that the 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • 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.

Encouraging School-Level Parental Involvement

Shuang Wen PS 184m will further encourage school-level parent and family engagement by: • 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 Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

Shuang Wen PS 184m, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum

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 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 learning 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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 Advisory Council, 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.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	District 1
Borough:	M
School Number:	PS184M

B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Jeremy Kabinoff
Assistant Principal	Yvonne Chin
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Mona Wang, Rachel Mann
School Counselor Elementary	Jia Yu
Teacher/Subject Area	Rachel Mann
Teacher/Subject Area	Mona Wang
Parent	
Parent Coordinator	Jun Yu Zhao
Related-Service Provider	Rose Fochetta
Assistant Principal	Mee Kwong
Assistant Principal	Christopher Fuchs
School Counselor Middle School	Pao Lang Wang
AIS Coordinator	Lauren DeGeorge

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	5
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	11
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1
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D. Student Demographics

Total number of students at your school (excluding pre-K):	673
Total number of current ELLs at your school:	98
Total percentage (%) of current ELLs at your school:	19.61%
Total number of former ELLs at your school:	34
Total percentage (%) of former ELLs at your school:	5.05%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE																	0
TBE																	0
TBE																	0
DL	GE	English/Mandarin	2022-2023	3	2	2	2	2	2	4	4	4					25
DL	ICT	English/Mandarin	2022-2023	1	1	1	1	1	1	1	1	1					9
DL																	0
				total: 4	total: 3	total: 3	total: 3	total: 3	total: 3	total: 5	total: 5	total: 5	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Grade level and homogenous placement is considered when grouping students for the stand alone program. K-8 EN/EM students receive stand-alone and integrated ENL services for the amount of time required by law using a mix of synchronous and asynchronous instruction. The ENL program at SW is a combination of Standalone and Integrated ENL instruction in elementary as well as middle school. ELLs are placed in classes heterogeneously. As per CR Part 154.2 all entering and emerging students are provided with 360 minutes per week of ENL instruction. Entering and emerging students receive 180 minutes of standalone ENL instruction and 180 minutes of Integrated ENL instruction. Emerging students have some flexibility with 90 minutes of Standalone ENL instruction at the beginning of the year and often transition from Standalone ENL instruction to 90 minutes of Integrated ENL instruction as the school year progresses. Kindergarten students of entering and emerging students are grouped together 2 times a week, where entering students will have two days of Standalone instructions with ENL teacher. Students of Transition, Expanding, and FELLs will receive in class integrated instructions from bilingual licensed teachers. First grade to eighth grade students of entering and emerging students are grouped together 4 times a week of Standalone instructions with ENL teacher. Students of Transition, Expanding, and FELLs will receive in class integrated instructions from bilingual licensed teachers. 6th-8th grade students receive standalone ENL minutes by an ESOL teacher and integrated ENL/ELA by a n ESOL teacher and an ELA certified teacher. The program model and minutes are determined by the level of proficiency. HLA for 6th- 8th grade is delivered through the content area in social studies, science and math by a content area teacher with a bilingual extension.</p>
<p>Integrated English as New Language (ENL)</p>	<p>TR and EX students are provided with integrated or stand-alone, mix grade bands. In some classes, classroom teachers also provide integrated services in class for TR and EX level students. Integrated ENL instruction involves co-teaching with the classroom teacher, providing scaffolding for ELLs. The teachers often utilize this time for station or parallel teaching. The ENL teacher collaborates with classroom teachers to discuss particular students’ needs. The ENL teacher discusses ways to amplify and modify units of study in reading, writing, science and social studies to align with classroom curriculum. During remote learning, ENL small groups will be conducted using online platforms including Zoom or Google Meet for live, synchronous teaching. Flipgrid, Google Sites and Google Classroom, Peardeck, Readworks, platforms are used for additional assignments. For example, Flipgrid is a tool that allows teacher and students to interact through recorded videos. Students are typically grouped by grade and proficiency levels and are provided with daily asynchronous instruction. Synchronous instruction will be provided weekly in small group or one-on-one settings depending on the student /family situation.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>The ENL program at SW is a combination of Standalone and Integrated ENL instruction in elementary as well as middle school. ELLs are placed in classes heterogeneously. As per CR Part 154.2 all entering and emerging students are provided with 360 minutes per week of ENL instruction. Entering and emerging students receive 180 minutes of standalone ENL instruction and 180 minutes of Integrated ENL instruction. Emerging students have some flexibility with 90 minutes of Standalone ENL instruction at the beginning of the year and often transition from Standalone ENL instruction to 90 minutes of Integrated ENL instruction as the school year progresses.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students’ English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Using CR-154 as a guide, ENL and classroom teachers deliver services according to the mandated numbers of ENL instructional minutes through a mix of synchronous and asynchronous instruction. This includes, but are not limited to, delivering content through Google Meet, Zoom, Google Classroom and other appropriate platforms. To aid learning, students receive visuals such as graphic organizers, videos on using academic language, and sentence stems for writing and content word banks, and content related translated materials. All entering and emerging students are provided with 360 minutes per week of ENL instruction. Entering and emerging students receive 180 minutes of standalone ENL instruction and 180 minutes of Integrated ENL instruction. Emerging students have some flexibility with 90 minutes of Standalone ENL instruction at the beginning of the year and often transition from Standalone ENL instruction to 90 minutes of Integrated ENL instruction as the school year progresses.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Shuang Wen uses the self contained model for kindergarten and first grade. Second grade through fifth grade using the side by side model. English and Mandarin instructions are taught 50/50 during a typical school day. In kindergarten and first grade we use the roller coaster language model, English and Mandarin is 50/50 during the school day. In second grade through fifth grade we use the alternate day language model. All core content areas are taught in both English and Mandarin. In all grades, emergent literacy is taught simultaneously.</p>
<p>In which language(s) is each core content area taught?</p>	<p>Core contents are taught in both English and Mandarin.</p>
<p>How is instruction designed to include both languages?</p>	<p>We prepare our students to be bilingual and biliterate through concurrent instruction in both Chinese and English throughout all grades and proficiency levels. We aim to maintain a model of instruction for English Language Learners to acquire the new the language while not abandoning their L1. A 50/50 model or day-to-day instruction is applied to all grades, as we aim to steadily advancing instruction in both languages, rather than repeating content as the two languages get switched.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>Emergent literacy is taught simultaneously using Chinese and English.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Some instances where using the student's home language in the classroom are as follows: 1. Understanding Directions: Students may need the directions spoken to them in their home language for full understanding and for success. It is crucial for the teacher to model as well for the new student. With translation and modeling, the student has a higher chance of being successful, which is our goal. 2. Connecting Vocabulary: Students who have a solid understanding of their home language can connect new English words to the known words for success in the classroom. 3. Classroom Routines and School Tour: Students who do not understand the language spoken in the classroom need to have the classroom routines (including rules and expectations) translated into their home language and be given a tour of the school because they are held to the same standard as the English speaking students. Allowing and providing opportunities for students with the same first language to discuss the learning materials.</p>

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>As reported by The ELL Data Analysis Tool, 58.8% of our ELLs are newcomers, who are students with 0 to 3 years of ENL instruction. For newcomers we use a variety of strategies to differentiate lessons to include students of different language proficiencies who are in the same class. Newcomer ELLs are paired with a language partner who acts as a resource throughout the day to provide language, academic and social support. The ENL and classroom teachers identify the key learning objectives and maximize opportunities to pre-teach, review, and spiral instruction. Stations and centers play a major role in instruction, which allow ELLs to receive more support in a small group setting. This model allows teachers to frequently assess for student understanding, differentiate instruction to support newcomers and build student confidence and independence. Because of current pandemic situation, this school year presented even more challenging conditions, newcomer ELLs will need even more social-emotional support. Teacher/ guidance counselors will conduct welcome/ information sessions in native languages to familiarize students and families with the routines of school. Social-emotional learning is also incorporated into daily teaching using Harmony, a social emotional learning program. Newcomer ELLs also receive additional attention and support during ENL periods as well as in their classroom by using on-level, multicultural/bilingual reading books, the use of digital resources such as reading rooms, native language digital reading rooms, and PearDeck with Google Slides to provide students various ways of responding to questions and prompts, as well as manipulatives, language games, flashcards, photo libraries, and hands-on activities. Newcomers are supported in their mainstream classroom by providing each grade with a modified curriculum map containing modifications for newcomers that support language development, such as picture books or booklets as their published pieces, increased usage of picture books as read alouds, realia, alphabet work, sentence starters, and graphic organizers. They are also able to access the digital resources mentioned above in their classroom as well.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Long term ELLs, or ELLs who have had more than 6 years of ENL services, would most likely be students who entered the system in kindergarten and have been held over sometime between K-5th grades. Currently, we have about 14.4% of student fits this description and some also has an IEP. The teachers work together as an instructional team to review that student's IEP and ENL goals are met and that these students receive the services and support needed. Materials used would be: leveled books, realia, content area resources such as maps and hands on science activities, project based learning, photo libraries such as video, Promethean boards, websites such as Brain pop or Brain pop Jr, and usage of the internet as a resource for learning and research. In order to best support LTE's during remote instruction, heavy use of co-teaching, co-planning, and giving timely, specific and purposeful feedback to students would be given during integrated instruction. ENL and classroom teachers work together to ensure that students have equal access to grade level content. LTE students will receive additional one-on-one and small group support via synchronous instruction. Strategies such as making audio recordings of grade level texts, or encouraging the use of immersive readers so students can have texts read aloud to them. Use Pear Deck as an add-on, Google Slides in order to allow students to respond to questions and prompts in multiple ways. Additionally, frequent use of Flip Grid in order to allow students to record spoken answers as well. Lastly, daily synchronous meetings either through group lessons or one on-one with a teacher ensure that LTEs are on track with their language learning and independent class work</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>5.1% of our current students are former ELLs. Teachers work closely with content teachers of these students to modify content and language objects, as well as assignments, if they encounter difficulties. We also provide language objectives that can make academic language more accessible to ELLs.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>According to the results of the NYSESLAT from 2021, most of our ELL students need more support in developing oral, expressive vocabulary and writing. In writing 3/94 ELL's were in the low range In speaking 3/94 ELL's were in the low range</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>According to the April 2021 EDAT students that are in the low range for NYSESLAT writing also received score of 1 or 2 in ELA, however not necessary the same for math. Most of the ELL students at testing grades received score of 3 or 4 in math.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>At risk ELLs are also long term ELL's. Attendance is not an important factor.</p>

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Majority of ELLs in our school speak a dialect of the Chinese language. Since we are a Mandarin dual language program we have staff/support staff that speak and write in the students' home language. Send home fliers and email messages are translated by school staff in both English and Chinese language. When in need reach out to DOE's Language and Interpretation unit.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>Majority of our ELLs are Asians and this year we have two that are non-Asians. School based culturally responsive team are looking at the current curriculum and making changes by considering in factors such as socioeconomic status, family make-up, the educational expectations and goals that a family has for the child, student interests and experiences will enhance the teacher/student relationship and provide opportunities to make the learning experiences more personalized and better meet the students' needs.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We currently do not have students under the SIFE sub group Our SWD-ELLs are mostly long term and also at risk. As a school we need seek out collaboration with students' families and also those who specialize in ELL and bilingual education, special education, speech-language therapy, and parent outreach in order to pull together different areas of expertise as part of a team. Teachers of SWDs-ELLs include in their lesson planning: differentiation of questions; accountable talk prompts; writing with support prompts and language frames. Useful research-based instructional strategies that are used for SWD_ELLs to accelerate English Language development incorporate reviewing previously taught material; checking for understanding of new material; providing artifacts and hands-on activities; organizing cooperative groups; small group instruction; setting clear expectations for less on objectives; building on background knowledge; step by step guided practice and modeling; and explicit instruction.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>Schools' instructional Leadership Team meets to -Developing a shared vision of high quality teaching and learning and provides on-going open communication about such practices and expectations which includes all sub-groups within the school -Supporting and providing feedback for teacher growth based on evidence of student learning - Allocating and deploying resources based on data -Focusing on the continuous learning of staff by examining data -Scheduling adequate time and space for collaboration -Managing school wide systems and processes critical to teaching and learning -Build and calibrate capacity of teacher leaders in examining instructional practice through leading learning walks, peer observations, lesson study, looking at student work</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Stand Alone ELA Reading Wonders with online supports for Elementary students Educating powerful Writers and various trade books for MS students Finish Line for ENL students ENL and Classroom teachers support by using : Live teaching sessions Provide Word Bank with picture dictionary Power point presentations YouTube Video (teaching students to turned on the closed caption features when watching video) Cloze passages Graphic Organizers Provide Models and Outlines Google Translate tools and Bilingual digital glossaries Google Doc assignment with feedbacks Google drive to share learning materials during synnchronous learning to provide realtime comments and chats Google forms to create self grading, translated easily, and to create alternative versionby limiting numbe rof choices, embedded images Additional online supports Epic Books Readworks NewsELA Noredink Brainpop Brainpop Jr. Brainpop ELL Kahoot Padlet Add the extension Google translation to Google classroom Integrated ENL Reading Wonders for Elementary students Educating powerful Writers and various trade books for MS students ENL and Classroom teachers support by using: -Live teaching sessions -Provide videos for mini lessons where applicable -Google Translate tools and Bilingual digital glossaries Google drive to share learning materials during synnchronous learning to provide realtime comments and chats Google forms to create self grading, translated easily, and to create alternative versionby limiting numbe rof choices, embedded images -Visuals and Videos -Graphic Organizers -Provide Models and Outlines -Google Doc assignment with feedbacks Google forms to create self grading, translated easily, and to create alternative versionby limiting numbe rof choices, embedded images -Sentence starters for written responses Additional online supports Epic Books Common Lit Readworks NewsELA Brainpop Brainpop Jr. Brainpop ELL Noredink Kahoot Flipgrid Padlet Math Envision 2.0 online support for Lower grade (English and Chinse Version) Illustrative Math for MS students Algebra 1 for MS students ENL and Classroom teachers support by using: -Live teaching sessions -See and show videos with lessons in Math -PowerPoint presentations -YouTube Videos(teaching students to turned on the closed caption features when watching video) -Photos and illustrations -Sentence strips -Google Translate tools and Bilingual digital glossaries Google drive to share learning materials during synnchronous learning to provide realtime comments and chats Google forms to create self grading, translated easily, and to create alternative versionby limiting numbe rof choices, embedded images -Items found around your home Science Amplify Science for Elementary and MS ENL and Classroom teachers support by using: -Live teaching sessions -Provide a Word Bank with picture dictionary -Google Translate tools and Bilingual digital glossaries Google drive to share learning materials during synnchronous learning to provide realtime comments and chats Google forms to create self grading, translated easily, and to create alternative versionby limiting numbe rof choices, embedded images -Graphic Organizers -Sentence frames Additional online supports Brainpop Brainpop Jr. Scholastic Magazine online You Tube videos Kahoot Add the extension Google translation to Google classroom Social Studies Elementary and MS Passport to Social Studies (English and Chinese version) ENL and Classroom teachers support by using: -Live teaching sessions -Google Translate tools and Bilingual digital glossaries Google forms to create self grading, translated easily, and to create alternative version by limiting number of choices, embedded images -Graphic Organizers -Provide Models and Outlines -Guiding questions -Chunking of text for comprehension Additional online supports -Brainpop -Brainpop Jr. -Scholastic Magazine online NewsELA You Tube Videos (show students how to turn on that feature when watching a video) Kahoot Padlet Add the extension Google translation to Google classroom</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>We differentiate our instructional strategies for ELL-SWD as indicated on their IEPs. All classroom teachers, inclusive of Special Education teachers, have been trained in differentiation. All units of study in the content areas are designed for differentiation using Universal Design for Learning (UDL) guidelines. Teachers use various platforms and resources such as: iReady, Amplify, Common Lit, Kahoot, Quizizz, Google Forms, Peardeck, Nearpod. Other resources include but are not limited to Jamboard, Brain Pop, Kahn Academy, NewsELA, READWORKS, and Think Central.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>When a student is identified to be ELL-SWD's classroom teachers and service providers continues to gather, examine student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill areas such as listening, speaking, reading and the varying roles that language difference or disability can play in those behaviors. Selecting Appropriate Accommodations for students with disabilities, offers a list of "dos" and "don'ts" related to choosing accommodations for students with disabilities.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>School Wide we use iReady diagnostics and Acadience reading assessment to gather data and plan next steps based on diagnostic results</p>
<p>2. For all grades, 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.</p>	<p>Our classroom teachers identify students in need of intervention and meets with small groups as needed using flexible grouping on the grade. Students also work on iReady for further individualized support. In Science and Social Studies our teachers are individually conferencing and supporting students based on individual needs. We offer ELL student's additional support via our Title 3 program that is offered after-school. The focus of the Title 3 program is to promote English language development in listening, speaking, reading and writing which will impact on each student's performance on formative and summative assessments. We also offer: At risk Bilingual Speech Therapy (Mandarin Chinese) Bilingual Paraprofessionals (Mandarin Chinese, Spanish) Reading Rescue (English)</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Beginning of school year teachers are provided with a list of ELL/MLL students and proficiency level in class ENL teachers to provide stand-alone and integrated services according to proficiency level ENL and classroom teachers meet to collaborate on setting a goal for ENL students according to proficiency level ENL and classroom teachers meet weekly to adjust and modify materials/lessons for ENL students according to data gathered</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>DIBELS/Acadience is a screener assessment that is administered to students in kindergarten through third grade and includes a set of procedures and measures for assessing the acquisition of early literacy skills. In addition, teachers use rubrics aligned to the NGSS to evaluate students' literacy and math skills. The English as a New Language (ENL) and classroom teachers use the data to measure whether students are at, below, or above grade level. This data drives instructional planning for our ELLs. Additionally, the ENL teacher uses Progressions for Learning, Targets of Measure (ToMs) and NYSESLAT rubrics as developed by New York State Department of Education. Teachers also conduct informal assessments including anecdotal notes, reading and writing conferences, formative assessments, writing samples, etc.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>After students complete the NYSITELL, the data is then shared with the ENL and classroom teachers. This allows the classroom teacher and the ENL teacher to assess the academic level in their home language. When needed, teachers can secure assessments and exams translated into a child's home language and/or an interpreter can be used. For example EngageNY offers mathematics assessments in multiple languages. Staff can seek additional ways to assess home language proficiency for ELLs who speak languages not offered through the New York City Department of Education's Office of Translation and Interpretation unit. During remote learning instruction and an extended time away from in-person instruction, these efforts to assess home language throughout the year will be conducted in concert with family support and through digital methods and online platforms such as Google Forms.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>ELL/MLL Academic assessment baseline NYSESLAT Scores NYSITELL to determine proficiency level Beginning of the unit or chapter tests ELA (Educating Powerful Writers MS.) End of the term or semester tests (teacher created or from curriculum , Wonders and Powerful writers) used) Student report cards</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>NYSESLAT team includes ENL teachers, teachers of ELLs. ENL teachers will not administer or score when he or she when scheduled to teach. If when ENL teacher is needed a sub will be hired to ensure mandated hours are serviced. ENL teachers also assigns asynchronous work in google classroom for students to work on independently when ENL teachers are scheduled to do testing.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>When a student is identified to be ELL-SWD's classroom teachers and service providers continues to gather, examine student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program.</p>
<p>b. SIFE</p>	<p>Currently there are no SIFE students at SW. However, if a SIFE student enrolls, the student will be interviewed using the SIFE questionnaire. The Pupil Personnel Team (PPT) and Language Proficiency Team (LPT) team will assign all teachers who work with the student to collect data and meet to determine which student services are needed. In the instance of remote learning, SIFE students will be supported through one-on-one or small group live support. The use of Immersive Reader, EPIC BOOKS "Read to Me," or RAZ kids audible books, so that text can be read to students would be encouraged. If texts were not available, teachers would make audio recordings of texts in the instance that immersive reader is not available or applicable to the text in question. Support for SIFE students may need to be differentiated, such as using a partially filled in graphic organizer, sentence stems, and modified reading materials. The use of Pear Deck as a Google Slides extension also work well for struggling students, as it allows them to draw an answer, for example, or circle an answer as opposed to only typing responses. The use of Flipgrid will also be important to SIFE students who may have better developed oral language, in the native language or in English, than they do literacy.</p>
<p>c. Newcomer</p>	<p>Newcomer -- These students receive more one-on-one and small-group instruction via an online platform. This is delivered both synchronously and asynchronously, addressing all four modalities. Supports for these students include, but are not limited to, materials translated into the home language; graphic organizers; word banks; and sentence stems. We'll also work with classroom co-teachers, through their own online classrooms, to modify their instruction and deliver it with scaffolds appropriate to the students' levels. We also provide language objectives that can make academic language more accessible to ELLs.</p>
<p>d. Developing</p>	<p>Developing -- These students receive more one-on-one and small-group instruction via an online platform. This is delivered both synchronously and asynchronously, addressing all four modalities. Supports for these students include, but are not limited to, materials translated into the home language; graphic organizers; word banks; and sentence stems. We'll also work with classroom co-teachers, through their own online classrooms, to modify their instruction and deliver it with scaffolds appropriate to the students' levels. We also provide language objectives that can make academic language more accessible to ELLs.</p>
<p>e. Long Term</p>	<p>These students are serviced through an integrated classroom setting. ENL teachers work with their classroom teachers to modify content and provide appropriate language supports. Based on students' performance and language levels, ELL providers may provide one-on-one or small-group instructions for struggling ELLs or those who need to work further on specific learning targets. ENL providers also provide language objectives that can make academic language more accessible to ELLs.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Teachers work closely with content teachers of these students to modify content and language objects, as well as assignments, if they encounter difficulties. We also provide language objectives that can make academic language more accessible to ELLs.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Communicating with parents and families in a language they prefer. set "office hours on parent messaging app to provide "office hours" with teachers and or other staff. Staff available to assist parents with device request, password reset Teacher created assessments for grade level</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Shuang Wen is a Mandarin/English dual language school from 3k to 8th.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>For the 2022-2023 school year the school provided workshops and PD of the following to support ELL students: Whole school staff i-Ready diagnostic training MLL/ELL Policy and Instructional Support Differentiated Instructions Rigor and Relevance Classroom leadership and expectations Reading rescue training Wilson Reading System training Heggerty Training SER training Learnzillion ELA and Math training</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>All teachers are required to attend PD and support workshops outside or offered in school. In the 2022-2023 school year staff attended: Reading with power and passion Word work and word play Educating powerful writers Science of Reading (Early Childhood) Transforming Early Childhood net work meeting Planning targeted instructions Writing & Speaking Strategies for Multilingual Learner Shared Reading: Phonics, Fluency & Comprehension in One Instructional Method Foundation Workshop RTI Practice Series: Reading Comprehension Shared Reading: Phonics, Fluency & Comprehension in One Instructional Method Grade K-5 Deeper Comprehension: Signposts for Young Readers Strengthen Core Instruction for Multilingual Learners in Math through the Instructional Leadership Framework (Grades 6-10) Cohort 1 Understanding Texts & Reader: Responsive Comprehension Instruction Reading with Power & Passion: Conferring during Independent Reading in Grade K-5 Word Work & Word Play: Four Components of Comprehensive Vocabulary Instruction Grade K-5 All workshop attendance records are kept with the office manager and the assistant principal.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>New ELL parents orientation at the beginning of the school year and one on one meetings with new entering students Informal or formal one on one meetings with parents of ELLs as necessary Weekly English classes are offered to parents Weekly Mandarin classes are offered to parents Educational workshops are offered periodically to parents. Presenters are either bilingual or a school staff provides translation High school or Middle school Workshops Monthly school events Monthly school Newsletter English/Mandarin Nutrition Workshop SLT meetings and member election translated in Mandarin Literacy Partners and la fuerza da familia Latinas join workshop for Spanish speaking parents and caregivers On Going Virtual Series Identifying depression and anxiety in children translated services in parents preference Virtual Town Hall events translation available in language of parents choice</p>
<p>2. How does the school provide annual individual meetings with families 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.</p>	<p>ENL teachers and classroom teachers meet with parents/ or email / phone call parents to inform the parents of ELLs about students progress and strategies provided to students . ENL teachers will partner up with a teacher (who can provide translation) or the parent coordinator during meetings. Parent coordinator develops a good rapport with the parents will also assist with contacting parents through phone calls or texting apps about the meeting.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>NA</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	School ELL liaison to provide ELL parent orientation in language preferred by parents An explanation about services that will be offered to students in language preferred by parents Parent coordinator and ENL liaison will be in constant communication with parents through the use of email or texting app HLIS provided to parents in the language they preferred Coordinate with elementary and MS guidance counselors for students entering in the middle of the school year
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	Pupil accounting secretary - registration ENL liaison/ENL teachers- HLIS interview with parents or guardian ENL liaison/ENL teachers (trained pedagogue) -conducts interview/in depth interviews to determine NYSITELL eligibility ENL liaison/ ENL teachers administer NYSITELL

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Jun Yu	Zhao	Parent Coordinator	2022	yes	Jun Yu Zhao

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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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 whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	539	53.05	520	51.64
Chinese	457	44.98	364	36.15
Arabic	1	0.1	1	0.1
Belorussian	1	0.1	0	0
Bengali (Bangla in Bangladesh)	4	0.39	4	0.4
Chechen	1	0.1	0	0
Cantonese	2	0.2	44	4.37
Catalan	0	0	1	0.1
Japanese	1	0.1	1	0.1
Mandarin	1	0.1	63	6.26
Mossi (Aka Moore/More)	1	0.1	1	0.1
Spanish	3	0.3	3	0.3
Tibetan	3	0.3	3	0.3
Ukrainian	1	0.1	1	0.1
Vietnamese	1	0.1	1	0.1

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Chinese	15	15
Spanish	2	2
Farsi	1	1

<p>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:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Survey conducted by school at the time of registration HLIS Student Emergency Contact cards Teacher made parent questionnaires</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Grade Specific Newsletter	Monthly	Parent coordinator will translate
Principal's message	Monthly	Parent coordinator will translate
PTA Newsletter	Monthly	Parent coordinator will translate
Shuang Wen School Newspaper	Monthly	Parent Coordinator will translate
PTC (Parent teacher conference message)	Sep/Nov/Mar	Parent Coordinator will translate the message from the Principal

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conference	Tri-annually	Through an array of staff assigned to each grade level to support translations
Parent meetings	Monthly	parent volunteer or school staff will provide translations. Meetings are still mostly remote, parents were given the information to sign on with the language that they prefer.
Parental Workshops	Bi-Monthly	Coordinating with CBO to provide parent workshops. interpretation for multiple languages are provided.
IEP Meeting	By appointment	provide consecutive interpretation for IEP meeting
School art festival	annually	parent coordinator & teacher & student provide consecutive interpretation

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	School will make use of School Messenger along with the School's Edlio Website for email/communication blasts in English and Chinese Language. Schools staff and also teaching staff will be able to assist in contacting parents/guardians in case of emergencies.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Staff with Mandarin capability will be assigned to support via student attendance, nurse's visits and/or occurrences. Assistant Principals are also available to support translation via occurrences as well. Both, our Parent Coordinator, Community Associate, Assistant Community Associate along with all main office staff have the ability to translate via Mandarin, Cantonese, and/or Spanish.
(C) If a parent has an emergency and needs to contact the school.	Both, our Parent Coordinator, Community Associate, Assistant Community Associate along with all main office staff have the ability to translate via Mandarin, Cantonese, and/or Spanish.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	staff email
Over-the-Phone Interpretation Desk Aid	staff email
Language Access Handbook	hard copy and staff email
T&I Unit InfoHub Link	staff email

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	All of the resources are emailed to the staff using DOE email. Resources and interpretation service information are also emailed to staff before scheduled parent meetings.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>At the front entrance of the school, parents and students are greeted by a Welcome poster with the word "Welcome "in different languages. Safety Agents have a set of cards written in different languages to help assist in guiding parents/guardians to where they need to go and or the reason for the visit. Visitor guidelines are posted in many different languages such as Chinese and Spanish. During home language interviews parents are asked to inform school staff the language the prefer to communicate in. Translated school forms are also available for parents/guardians provided by DOE</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Monthly parent meeting where all parents are encouraged to attend. Interpretations services are provided for limited- English-proficient parents and guardians. In school parent coordinator, Elementary and MS counselors, and also office staff are actively monitoring parents/guardians concerns and questions to provide assistance and support they need. This is done either by phone, in person, virtual meeting, or written communications.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>As we gather feedbacks, we utilize community based organizations to provide parent/guardians workshops presented in parent/guardians preferred language. Language classes (English/ Chinese) are offered to support parents/guardians. Written communications are provided in English/Chinese traditional font/Chinese simplified font. In person or over the phone interpretation are provided during Continuous training of school staff on written and translation on Special education documents. Reaching out to various community organizations to provide supports that parents/guardians may need.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

DIRECTIONS: Title III supplemental services for English Language Learners (ELLs) must include the following three components:

Direct instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL 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 bilingual education and/or English for Speakers of Other Languages (ESOL) certified 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 or annual ELL parent meetings.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to professional development, 10% to parent engagement, 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**. Any updates or revisions to this plan must be made through the **iPlan portal**.

PART A: SCHOOL INFORMATION

Name of school:	Shuang Wen PS 184m
DBN:	01M184
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	40
Total # of teachers in this program:	4-7
# of certified ESOL/Bilingual teachers:	4-7
# of content area teachers:	4-7

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>Teachers will provide targeted support for 40 students along with enhancing the home-school connection via the Imagine Learning software program as well as use the additional time after-school and/or Saturday school sessions. ENL subgroups along with bottom third/underperformers will be afforded the opportunities to participate in the additional instruction and/or interventions. Schedule will entail opportunities within the school day, after-school and Saturday school. Instruction will be, primarily, in English with Mandarin Language supports. The program will consist of 4-7 dual language and/or ENL certified instructors along with use of the Imagine Learning Language and Literacy online program.</p>
<p>Rationale</p>	<p>Supports the school's pillars under the umbrella of Personalized Learning.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>ELL students in grades K-8.</p>
<p>Schedule and duration</p>	<p>20 weeks during after school and/or Saturday school contingent upon teacher schedules and availability.</p>
<p>Language of instruction</p>	<p>English/Mandarin</p>
<p>Number and types of certified teachers</p>	<p>4-7 certified ELL and/or general education licensed personnel.</p>
<p>Types of materials</p>	<p>paper, markers, folders, pens, pencils.</p>
<p>Include any additional details here:</p>	<p>N/A</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School,Saturday Academy</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,K,1,2,3,4,5,6,8,7</p>

PART C: PROFESSIONAL DEVELOPMENT

<p>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. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Title III PDs are designed to improve instruction and assessment of ELLs throughout the school year. They are planned to engage and enhance teachers' abilities to understand and use curricula, assess and implement additional instructional strategies for ELLs. Furthermore, in the upcoming 2022-23 school year, Shuang Wen School will be collaborating with Dr. Emily Galloway of Vanderbilt University, Peabody College of Education to closely design a Professional Development series centered on literacy. Dr. Galloway is the co-author of "Advanced Literacy Instruction in Linguistically Diverse Settings: A Guide for School Leaders", and will be working closely with the ESL team to orchestrate interdisciplinary strategies for teachers to accommodate all of our ELLs across curricula.</p>
<p>Rationale</p>	<p>Academic language refers to the language used in schools and common in school texts, which is different from everyday language. Research suggests that many multilingual students struggle with understanding what they are reading because they are still in the process of learning this language. However, there are very few tests that measure academic language, so teachers and schools are unable to determine which students might benefit from additional instruction. In fact, many measures of English language proficiency do not comprehensively assess academic language skills. In this project, teams from Harvard and Vanderbilt Universities will partner with educators to work with data from an innovative, computerized assessment of academic language skills to advance instruction. This instruction will be designed to accelerate literacy outcomes for multilingual youth.</p>
<p>Teachers to receive training</p>	<p>ENL provider along with all elementary teachers K-6 along with ELA content based instructors as well as Science and Social Studies licensed personnel as well. This will be at no cost to the school.</p>
<p>Schedule and duration</p>	<p>Teachers who participate will help to administer an assessment, 50 minutes long, during the school day on days and times that are part of the Monday and/or Tuesday After school time slot. All participating teachers will receive a detailed report containing data on their classroom. Educators will receive targeted professional learning to translate these results to instruction provided by the research team (five sessions during the course of the 2022-23 school year).</p>
<p>Topics to be covered</p>	<p>Discuss the CALS construct Support teachers to interpret data collected in the study Discuss research-informed instructional practices and resources relevant to address the needs identified by the language and literacy assessments.</p>
<p>Name of provider</p>	<p>Emily Phillips</p>
<p>Include any additional details here:</p>	<p>N/A</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families 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 or annual ELL parent meetings. Include: <ul style="list-style-type: none"> rationale schedule and duration topics to be covered name of provider how parents will be notified of these activities 	Supplemental outreach programs will be provided for parents of ELLs. Workshops will include, but are not limited to “Meet and Greet” with the Principal and teachers, assistance and informational sessions on high school applications, and Social Emotional outreach and support. These workshops will be conducted in Mandarin and English. After-school language courses in English will also be scheduled for Limited English Proficient (LEP) families.
Rationale	As with all schools, our ELLs carries with them difference experiences and socio-economic backgrounds. Although SWS is situated in one of the most diverse neighborhoods, many of our students and their families are not able to experience what is beyond their own community. Thus, it is with hopes that while ELLs acquire their new language in school, their family can also benefit from language and cultural support.
Schedule and duration	Weekly/monthly parent engagement sessions conducted by ELL certified staff.
Topics to be covered	Strategies to support the home school connections. Parent strategies around organization and support. Parent trainings on navigating the software used via the program.
Name of provider	Shuang Wen Parent Coordinator and ELL Certified instructors.
How parents will be notified of these activities	Via email, website, phone calls and supplemental literature packed home.
Include any additional details here:	

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	8,182	Per session for after school/Saturday School. 148 hours of per session for 4 staff members at 37 hours per teacher.
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	4000	papers, notebooks, chart paper, etc.
Educational Software (Object Code 199)	N/A	Imagine Learning purchased year prior/2 year contact.
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	12,182	Per session and supply expenditures

Allocation Amount (\$):	12,182
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school’s Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Areas of Professional Development include the following: Rigor/Relevance and Relationship Framework to support intellectual engagement and interdisciplinary planning. Yale/Ruler Training regarding the Social Well Being for each and every student as well as staff member Cognitive Guided Interview process to support Mathematical Mindset and Problem Solving. Anti-Bias and Diversity planning. Coaching and support via the Literacy Collaborative formerly know as Middle School Quality Improvement Office.</p>
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Part 4: Schoolwide Program (SWP)

<p>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/information, early intervention services, etc.).</p>	<p>3K/Pre-K team planning sessions with Kindergarten team. Parent tours and workshops around matriculating to the Dual Language Kindergarten program. Parent meetings to determine Chinese Level Language abilities to support appropriate planning and lesson entry points upon attending Kindergarten classes. Parent Coordinator led sessions around expectations, curriculum and schedule along with upcoming school-family events.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	409,832: Title 1 SWP	X	
Title I, School Improvement 1003(a)	Federal	N/A		N/A
Title II, Part A	Federal	Supplemental: 29,896	x	
Title III, Part A	Federal	12, 182: Title 3 LEP	X	
Title III, Immigrant	Federal	3,025: Title 3 Summer Rising ML Support	X	
Title IV, Part A	Federal	24, 816: Fall Re-opening planning grant, Safe Healthy Counseling Summer, Specialized High School Admissions	X	
Tax Levy (Fair Student Funding)	Local	4,853,908: TL Fair Student Funding	X	

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- 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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

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 and Family Engagement 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.

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.