



P.S. 2 MEYER LONDON (02M002)

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M002
ADDRESS: 122 HENRY STREET
TELEPHONE: (212) 964-0350
FAX: (212) 608-4080

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 002 **SCHOOL NAME:** Meyer London

SCHOOL ADDRESS: 122 Henry Street New York, NY 10002

SCHOOL TELEPHONE: (212) 964-0350 **FAX:** (212) 608-4080

SCHOOL CONTACT PERSON: Brett Gustafson **EMAIL ADDRESS:** bgustaf@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bessie Ng

PRINCIPAL: Brett Gustafson

UFT CHAPTER LEADER: Karen Odaira

PARENTS' ASSOCIATION PRESIDENT: Dorothea Cody

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Jayne Godlewski/Ada Cordova

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of P.S. 2 is to challenge every student, using differentiated instruction and push every child toward his or her potential. Our school is located in Manhattan's Chinatown which means over 90% of our students come from homes where English is not the dominant language. We also have a significant Special Education population as we have dedicated a class on each grade as Collaborative Team Teaching (CTT) and we also have a 12:1:1 class for grades 3, 4, and 5. Because of this diverse population, our mission is to challenge all students without overwhelming others. We strive to address the specific needs of our student population through rich and varied programs, using data collected from the classroom and state assessments. We use Teachers College Reading and Writing project as our literacy curriculum and TERC Investigations as our math program. We believe these two programs allow for differentiation in every class at every level. Our teachers work with students in small groups and individually, using these programs to push students to work to their potential.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 002 Meyer London				
District:	02	DBN #:	02M002	School BEDS Code:	310200010002

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	36		96.4	96.9	97.3		
Kindergarten	117	119	125						
Grade 1	105	116	128	Student Stability: % of Enrollment					
Grade 2	135	104	121	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	115	135	123		87.3	87.0	86.7		
Grade 4	107	114	134						
Grade 5	108	115	128	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					89.6	89.6	97.1		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					5	234	332		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					19	17	67		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	7	12	19						
No. in Collaborative Team Teaching (CTT) Classes	48	45	42	Principal Suspensions	3	4	2		
Number all others	16	26	22	Superintendent Suspensions	2	2	1		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	74	61	70	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	278	267	314	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	8	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	61	64
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	9
	0	0	0	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.1	0.9	0.4	Percent more than two years teaching in this school	66.1	67.2	82.8
Black or African American	5.4	5.1	5.5	Percent more than five years teaching anywhere	49.2	55.7	65.6
Hispanic or Latino	8.4	8.4	7.8				
Asian or Native Hawaiian/Other Pacific Isl.	83.6	83.6	84.0	Percent Masters Degree or higher	90.0	97.0	96.9
White	1.5	1.9	2.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	53.4	54.5	54.6				
Female	46.6	45.5	45.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White							
Multiracial							
Other Groups							
Students with Disabilities	✓sh	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	94.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The population of P.S. 2 has grown in the last five years from 650 to 850 students. The student increase in the total population has mirrored the increase of service to ELL students. Five years ago the number of ELLs was roughly 200 and today we have 402 ELL students.

The performance trends in English Language Arts (ELA) show a steady increase from year to year in Grades 3, 4, and 5. In 2009 the NYS ELA Test showed Grade 3 was 74.6% at or above grade level, Grade 4 scored 81.5% at or above grade level, and Grade 5 scored 84.1% at or above grade level. Last year's bench marks were changed so we saw fewer students at proficiency levels (56.3%) but the scale scores continued to increase. Analyzing the data more closely using Predictive/ITA interim assessments and teacher assessments, we found inference and main idea questions continue to be an area of need for all grades.

In math the performance trends show high levels of proficiency in all tested grades. The 2008 NYS Math Test had Grade 3 students score 94.6% at or above grade level, Grade 4 score 91.2 at or above grade level, and Grade 5 scored 95.8% at or above grade level. Analyzing the data closely from Predictive/ITA interim assessments and teacher assessment, we found measurement and data problems continue to be an area of need, which we connect to our high number of ELL students and lack of experience with measurement. Again the benchmarks were changed so our proficiency rate dropped to 82.1% but the scale scores increased.

The greatest accomplishments of P.S. 2 have been the increased services for ELL and special education students. In the last three years we have created additional transitional bilingual classes in first and third grades. We have also hired another full-time ESL push-in/pull-out teacher to address the need of our increasing ELL population. The school has also provided supplemental services through a Title III grant in which students create books and visit cultural institutions. To aid the teachers we have had increased professional development for ESL instruction with weekly study group meetings, Teachers College workshop days, and professional development provided by LSO and District instructors.

We are also proud of our increased services for special education students. This year we now have a Collaborative Team Teaching (CTT) class on every grade. Those five classes with the 12:1:1 classes meet every week for a study group and to discuss practice in the classroom. To assist in the teachers' development we have contracted Kristin Goldmansour, a leader in CTT instruction. The staff developer have pushed instruction to a new level at P.S. 2, which has resulted in a number of students being placed in less restrictive environments and high scores on formal assessments.

The significant aids to our school's improvement is quality professional development provided by Teachers College Reading and Writing Project, Goldmansour and associates, ICI LSO, CFN 206

and school based study groups. The teachers level of instruction is more differentiated, more clearly focused, and data driven. This has resulted in improved performance in class work as well as formal assessments.

The barriers for our school continue to be the high number of students who come from homes where English is not spoken. The students are at a significant disadvantage in vocabulary and figurative language compared to their native English speaking peers. The positive point is that the students do show consistent progress as they move from to grade to grade.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: By June of 2011, 50 fourth grade students will increase their scale scores on the NYS English Language Arts Test by 10 points or better from their third grade scale scores – inference and summarization skills will be stressed.

Goal 2: By June 2011, 125 ELL students who are identified as beginner or intermediate will increase one level on the 2011 NYESLAT – vocabulary and figurative language is stressed.

Goal 3: By May of 2011, 100 Grade 4 students will achieve a level 3 or 4 on the NYS Science test. The school will expand its content area work in science and social studies in grades Kindergarten through Grade 5.

Goal 4: By April of 2011, the school will provide weekly parent mornings for parents to visit their child's classroom to participate in lessons on a variety of subject areas, and the “very satisfied” will increase by 10 percentage points on the 2011 Parent Environmental Survey.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p>By May 2011, 50 fourth grade students will increase their scale score on the NYS English Language Arts Test by 10 points or better from their third grade scale score.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In September the principal will give teachers the result of last year’s ELA scale scores. Coaches led professional development workshops on how to use data to help create small groups to better target students needs. Throughout the year, Teachers College staff developers and coaches will work with teachers on how to best use data to target all students in the class. Teachers will use data from TC reading assessments, including reading levels. Reading Predictive assessments are used to monitor progress. Classroom teachers will use this data to make guided reading, strategy lessons, book clubs, and remedial groups. In November F-status teachers will be hired to supplement the work in the classroom by helping with remedial groups. Students will be reassessed in January to measure progress. The principal and Data Specialist will be responsible for supplying teachers updates on use of the ARIS and Acuity systems. Teachers will be responsible for using the data from ARIS and Acuity.</p> <p>The principal and AP will create schedules that allow for common grade planning once a week, and common planning for TC Staff Developer visits. The Inquiry Team will meet once a week and use data to develop a goal for the school that addresses needs as determined by state and interim assessments. Title I funding will be used for professional development (10% PD) and guided reading libraries for small group instruction as determined by the SLT and CEP of the school. Additional supplies will be purchased using TL Fair Student Funding (FSF). Targeted after school programs, such as Extended Day, which will assist small group remedial students will be funded by Title I and FSF monies. Title III funds will target ELLs with supplemental after school programs for additional language work.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Smaller Class Sizes – C4E \$239,349 F Status Teachers - TL FSF \$41707 Data Specialist – TL Data Specialist \$2158 Extended Day Per Session – TL FSF \$28,000 Professional Development – Title I SWP \$31,800 Technology – NYSTL Hardware 8790; Title I SWP \$46,203 Books – Title I \$48,450</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Throughout the year classroom teachers will monitor student progress using classroom assessments, student portfolios, reading logs, TC Assessments, and reading levels. Reading levels are due to the principal once a month. The principal will monitor teachers’ conferring notes and plan books for increase use of small group work through formal and informal observations. Evidence of the program’s effectiveness will be evaluated by Predictive reading assessments, book level growth, classroom talk, and finally by the results of the New York State ELA Test.</p>

Subject/Area (where relevant): English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 125 ELL students who are identified as beginner or intermediate will increase one level on the 2011 NYESLAT – vocabulary and figurative language is stressed.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The principal and ESL Coordinator will review NYSESLAT data in October and create a plan to improve English language acquisition. The plan will include that P.S. 2 will hire another full-time ESL teacher in October. This will increase the total number of ESL licensed teachers to 10.5 (six self contained and 4.5 push in/pullout teachers). These teachers will meet on a weekly basis to discuss ESL strategies and improve instruction. The principal will meet with Maryann Cuchierra and Fay Pallin, ESL staff developers, to discuss best practices in ESL instruction on a monthly basis. Targeted students will participate in Title III and ELL Enrichment After school programs from October through May. These programs will work on the four areas of the NYSESLAT (reading, writing, listening, and speaking). Funding for staffing will come from TL Fair Student Funding. Funding for professional development will come from Title I (10% professional development). Funding for Title III after school programs will come from Title III funding. Funding for ESL Enrichment will come from the ELL Success Grant.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ESL Teachers – \$743,270 After School Programs – Title III LEP \$26,520; Title III Immigrant \$35,240 Technology – NYSTL Hardware \$8,790 Books – Title I \$48,450 Professional Development – Title I SWP \$8,200 Translation services – Title I Translation services \$1707; Translation \$536</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The principal and ESL Coordinator will review NYSESLAT data in October and create a plan to improve English language acquisition. The plan will include that P.S. 2 will hire another full-time ESL teacher in October. This will increase the total number of ESL licensed teachers to 10.5 (six self contained and 4.5 push in/pullout teachers). These teachers will meet on a weekly basis to discuss ESL strategies and improve instruction. The principal will meet with Maryann Cuchierra and Fay Pallin, ESL staff developers, to discuss best practices in ESL instruction on a monthly basis. Targeted students will participate in Title III and ELL Enrichment After school programs from October through May. These programs will work on the four areas of the NYSESLAT (reading, writing, listening, and speaking). Funding for staffing will come from TL Fair Student Funding. Funding for professional development will come from Title I (10% professional development). Funding for Title III after school programs will come from Title III funding. Funding for ESL Enrichment will come from the ELL Success Grant.</p>

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May of 2011, 100 Grade 4 students will achieve a level 3 or 4 on the NYS Science test. The school will expand its content area work in science and social studies in grades Kindergarten through Grade 5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In September the principal will meet with the teachers to talk about increased instruction in the content areas. Teachers College staff developers and school based coaches will support teachers in integrating more science and social studies in the classroom. Working with our LSO network teachers and administration will participate in professional development throughout the year. The principal and assistant principal will assist and monitor teachers' progress in this area. The funding will come from Title I SWP 10% professional development to pay for professional development and coverage.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Science supplies – Title I SWP \$10,000 Professional development – Title I SWP \$8,250 Planning per session – TL FSF \$19,421; Inquiry Team \$5,144</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence of this goal will include: workshop and meeting agendas, increased time in the classroom dedicated to the content area as monitored by the administration, results of the 2011 New York State Grade 4 Science Tests.</p>

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By April 2011 the “very satisfied” will increase by 10 percentage points on the Parent Environmental Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>According to the Parent Learning Environmental Survey as well as the School Leadership Team Survey, parents have requested more information about curriculum and more opportunities to be involved their child’s education. To meet these needs, we have created weekly curriculum mornings where parents are invited to their child’s class in order to participate in a lesson. In addition to these meeting parents are also invited to Parent Coordinator workshops that are focused on parenting skills, test preparation, community resources and family health.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator - \$46,383 TL Parent Coordinator Translation Services – Title I \$4,212; Title I Translation services \$1707; Translation \$536 Parent Involvement – Title I 1% Parent involvement \$3,506</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance at the curriculum mornings will be taken and submitted to the parent coordinator. The P.S. 2 Parent Satisfaction Survey will be distributed in January to see if parent communication has improved.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	92	5	N/A	N/A	5	0	0	0
1	53	32	N/A	N/A	10	2	1	1
2	58	44	N/A	N/A	5	1	2	3
3	51	40	N/A	N/A	1	2	0	5
4	68	42	7	8	7	1	1	4
5	61	36	6	5	10	2	2	4
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Reading Recovery Small group push-in/pullout Extra time 37 ½ minutes Extended Day test preparation Saturday Academy</p>	<p>Reading Recovery – three full time teachers and one part-time teacher work one-to-one with first and second grade students at the lowest during the school day on intensive reading training for phonics and comprehension. Small group push-in/pullout – Part time teachers and SETSS teacher work with small groups in the classroom and out during the day on reading strategies. Extra time 37 1/2 minutes – classroom teachers work with small groups after school on reading and writing remediation. Extended Day test preparation – After school teachers work with small groups on test preparation, using Coach ELA passages. Saturday Academy – On Saturdays, grade 3, 4 & 5 students take practice ELA tests which are graded and reviewed with students by teachers.</p>
<p>Mathematics: Small group push-in/pullout Extra time 37 ½ minutes Extended Day test preparation</p>	<p>Small group push-in/pullout – Part time teachers and SETSS teacher work with small groups in the classroom and out during the day on math strategies. Extra time 37 1/2 minutes – classroom teachers work with small groups after school on math remediation. Extended Day test preparation – After school teachers work with small groups on test preparation, using Coach Math questions. Saturday Academy – On Saturday, grade 3, 4 & 5 students take practice Math tests which are graded and reviewed with students by teachers.</p>
<p>Science: Small group push-in/pullout Extra time 37 ½ minutes</p>	<p>Small group push-in/pullout – Part time teachers and SETSS teacher work with small groups in the classroom and out during the day on science questions. Extra time 37 1/2 minutes – classroom teachers work with small groups after school on science inquiry.</p>
<p>Social Studies: Small group push-in/pullout Extra time 37 ½ minutes</p>	<p>Small group push-in/pullout – Part time teachers and SETSS teacher work with small groups in the classroom and out during the day on social studies themes. Extra time 37 1/2 minutes – classroom teachers work with small groups after school on social study topics.</p>
<p>At-risk Services Provided by the Guidance Counselor: small group intervention</p>	<p>Small group intervention – The guidance counselors meet with small groups of at-risk students during the school day.</p>

At-risk Services Provided by the School Psychologist: one-to-one counseling	One-to-one counseling – psychologist meets with students and families one-to-one during the school day.
At-risk Services Provided by the Social Worker:	Social worker meets with students and families one-to-one during the school day.
At-risk Health-related Services: Open Airways – small group instruction	Open Airways – Nurse leads small group instruction for students with asthma on how to regulate breathing and minimize inhaler abuse.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP. File sent separately in iPlan

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 3 - 5 Number of Students to be Served: 150 LEP 0 Non-LEP
Number of Teachers 13 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School Demographic

Meyer London Public School 2M is located at the crossroads of Chinatown and the Lower East Side. The ethnicity of the student population reflects the ethnic composition of the community. Of the 790 students who make up this K to grade 5, about 83% are Chinese, 8% Latino, 7% African-American, and less than 2% Caucasian. There are approximately 47% female and 53% male students. Our school is involved with the Universal Feeding Program, a pilot project that provides free lunch to all students. The children who attend our facility are primarily from hardworking, low-income, immigrant families who speak little or no English. This has in some way shaped the goals of the school: to educate these students with the most suitable and effective modes of teaching.

Within the walls of this school building, the students are grouped heterogeneously into general education classes; however, some new immigrants are homogeneously grouped in self-contained ESL or Bilingual programs as determined by NYSESLAT and LAB-R tests. We also have five Collaborative Team Teaching (CTT) classes serving students in all grades kindergarten through fifth grade. In addition, to support the social, emotional, and academic needs of our students, we provide the following: Special Education Teacher Support Services, Push-In and Pull-Out Reading Groups, ESL support, Speech/Language Therapy, Hearing Therapy, Reading Recovery, Monolingual/Bilingual Guidance, and ERSS Counseling. These services are provided to mandated students as well as those who are deemed at-risk of not meeting standards. The SPI Team, along with the guidance counselor, staff and administration serve closely together to intervene as early as possible through the channels of dialogue, referral and treatment implementation. Our school's bilingual Pupil Personnel Team and our Academic Intervention Service team (AIS) has been instrumental in matching the available services with the at-risk students' needs.

Supplemental Program

PS 2 will continue with our Title III Book Making Project with slight modifications. We will continue to align ELL, ELA and Arts Standards in order to provide our students with a comprehensive curriculum for this after-school program. We will hire 13 certified ESL/Bilingual teachers at the current per session rate plus fringes @\$50.00 per hours for 20 weeks to work with 150 ELLs in grades three, four and five. The students will meet twice a week from November 2009 through May 2010 for a total of twenty weeks. The Title III program will be divided into two cycles.

The first cycle will focus on developing the language of our all our third grade ELLs, and beginner and Intermediate ELLs in grades 4-5 through a series of trips in the neighborhood to learn more about their community. We will enrich the vocabulary of our ELLs through hands-on learning experiences. Students will learn site specific vocabulary and then visit these sites. Following Shanna Schwartz's principles of "stickiness," students will internalize new vocabulary through the repetition of these words, and the engagement of hands-on experiences visiting these sites. Students will then reinforce these ideas through making their own physical representations of their experiences with their after-school teacher.

In addition to developing vocabulary skills, students will be exposed to various cultures within their neighborhood and surrounding community. Students' concept of community will grow to include content that will support the social studies curriculum. These excursions will provide a foundation of knowledge of citizenship, geography, and the economic exchanges that go on within the community. Throughout cycle 1, students will be working with teachers to practice their listening, speaking, reading, and writing skills. They will keep an on- going journal of the experiences , reflections and writing activities that will in turn become a class big book about their journey within the community.

In Cycle 2, the students will be using non-fiction texts related to their community excursions to help prepare their reading comprehension skills for the ELA and the NYSESLAT test. Teachers will assist the student in reading texts above their independent level through shared reading, guided reading, and read-aloud. Students will learn to activate prior knowledge from their community visits to help them comprehend new and difficult texts. Throughout cycle 2, the emphasis will shift to reading and writing, while students will continue to practice their listening and speaking skills.

Our culminating event will be a series of sharing of student made books about what they have learned throughout the year with this project. We will invite their peers, families and teachers to the celebration. The students will create their own books based on the places they visited and studied.

Our Advance ELLs in grades four and five will be using the Achieve 3000, web-based differentiated K-12 reading program that uses technology and current events to strengthen student's literacy skills. The program differentiates individual students reading levels. This group will meet on Monday and Wednesday from November 2010- May 2011. We believe this program will address the needs of our ELLs by building their skills in reading, comprehension, vocabulary and writing through high interest articles that are motivating and relevant to different areas of study.

The web-based writing center will have a variety of activities, graphic organizers and prompts to help them become more familiar with the structures, features and language particular to expository and persuasive writing. It will also help us achieve the technology goal, we identified as a needs area in our CEP. The technology goal was for our students to have more access to technology to be computer literate and for teachers to encourage and integrate technology into the curriculum. This reading program will help our ELLs to achieve this goal help them enhance and accelerate their performance in both reading and writing so that they may make significant gains in the ELA and the NYSESLAT.

We will continue to include and supplement the Title III program with our lending library of bilingual books and books on tape for students to continue their studies at home with their parents.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

We will continue with the professional development format from last year’s Title III Proposal. This was a study group activity for the teachers providing the instructional program above. This year’s study group will use the book *Making Your Teaching Stick* by Shanna Schwartz. The study group will meet one hour a month from November through May to study this book. At the end of the study the team will compile a list of activities that can be used by monolingual teachers in content area classes in order to scaffold instruction for ELLs within their classes. General education teachers will be invited to participate in the Professional Development to help build capacity in PS2.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Parent and community Participation

PS 2 will conduct the same parent involvement activity as in last year’s proposal. This was a series of workshops to help our parents. That will include the following topics: program orientation, lending library and literacy and read aloud strategies to help their children. We will invite parents to join their children on trips around the community and to share information about their professions. They will also participate in a year –end celebration of their children’s work.

Section III. Title III Budget

School: P.S. 2M BEDS Code: 310200010002

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$40,950	<u>Title III Book Making Project</u> Teachers per session including fringe benefits <ul style="list-style-type: none"> • 13 teachers X 3 hrs. per week x 20 wks. X \$50.00= \$39,000 (Title III Immigrant \$35237 + Title III LEP \$3,763) • 13 teachers X3 hrs X \$50= \$1950 (Title III LEP) <p style="text-align: right;">Sub-Total: \$40,950</p>
Purchased services - High quality staff and curriculum development contracts.	0	0
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,2732	Parent Meeting Supplies – paper, food, = \$200.00 Smart Board = \$2,700.00 Class library: books with tape, book bins, art supplies, AV material: photo paper, ink cartridge ,video cassette , memory sticks, laptops projectors, rechargeable batteries = \$9760.00
Educational Software (Object Code 199)	\$8,150.00	KidBiz 3000 Software \$8,150.00
Travel	0	0
Other	0	0
TOTAL	\$35,237.00 TitleIII Immigrant \$26520.00 Title III LEP	Total Title III: \$61,760

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data we use is The Home Language Inventory Survey completed last school year identified 85% of the families as Chinese language speakers.

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

The major findings are that 85% of our families dominant language is Chinese, 14% English and 1% Spanish. These findings were reported at PTA meetings.

Part B: Strategies and Activities

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

Every parent notice sent home is in Chinese and English. We have many staff members who perform the written translation and contract the DOE Translation Department as needed.

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

Any new students who enter the school are screened by licensed pedagogues using the LAB-R. Parents are notified of their ESL options based on the LAB-R results. All monthly PTA meetings are translated from English parents appreciate the school's effort of a written translation of the meetings. At Parent-teacher Conferences we hire translators from the community and from private companies.

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

P.S. 2 has one of the highest translation needs of any school in the City. We have made this language need a priority by hiring new staff who read, write and speak Chinese. All new admits are given a packet translated to Spanish and English carefully prepared by our parent coordinator. All notices home are translated. All monthly PTA meetings are translated from English parents appreciate the school's effort of a written translation of the meetings. At Parent-teacher Conferences we hire translators from the community and from private companies to assist this great need.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$787,009	\$107,257	\$894,266
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7870		\$7870
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1072	\$1072
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,350		\$39,350
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,363	\$5,363
6. Enter the anticipated 10% set-aside for Professional Development:	\$78,701		\$78,701
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,726	\$10,726

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- 1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

The school will review state assessments in ELA, Math, Science. The principal, teachers, and coaches will analyze the data from the formal assessments to determine if the curriculum is meeting the students' academic needs. These findings will be shared with the staff and parents. School staff will also review interim assessments from New York City on ARIS and Acuity, and use teachers' informal assessments to differentiate instruction toward students' needs.

The population of P.S. 2 has grown in the last five years from 650 to 850 students. The student increase in the total population has mirrored the increase of service to ELL students. Five years ago the number of ELLs was roughly 200 and today we have 402 ELL students.

The performance trends in English Language Arts (ELA) show a steady increase from year to year in Grades 3, 4, and 5. Though the change in benchmark levels has dropped our proficiency ratings in Math and ELA, our scale scores have risen. Analyzing the data more closely using Predictive/ITA interim assessments and teacher assessments, we found inference and main idea questions continue to be an area of need for all grades.

2. Schoolwide reform strategies that:

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - o **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - o **Help provide an enriched and accelerated curriculum.**
 - o **Meet the educational needs of historically underserved populations.**
 - o **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - o **Are consistent with and are designed to implement State and local improvement, if any.**
- a) All students will have opportunities to meet State's proficient and advanced levels through highly qualified teacher instruction, which is supported by quality professional development. In addition to classroom instruction, students will have opportunities for extra instructional time in small group settings through after school and Saturday programs.
- b) P.S. 2 will use effective, scientifically-based methods to increase instructional time such as extended school day and Saturday school, which increase student performance levels (Schwediman & Fager, 1999). We will use an enriched literacy curriculum comprised of Teachers College Reading and Writing Project (Calkins et al 2003), Reading Recovery (Clearinghouse on Reading, 2007), and Wilson Reading Program (Wilson, 2000), and Words Their Way (Bear, 2008). Math program will include TERC Investigations, which construct math knowledge through hands-on activities (Mokros et al, 1995). P.S. 2 has a large population of ELLs and students from high poverty backgrounds. Title I SWP money will be allocated to reach these under-served populations through after school and summer programs. Needs of all children in the school will be addressed through Pupil Planning Team (PPT), which organizes plans to support students of low academic achievement and those students at-risk. The team recommends academic, counseling, and community services for students prior to any special education recommendations. This is directly in-line

with the State and City improvement to implement Tier 1 and Tier 2 interventions for all students in need prior to special education referrals.

3. Instruction by highly qualified staff.

All P.S. 2 staff are State Certified teachers. In order to remain State certified they must complete a Masters Program by their fifth year of appointment. To assist teachers with the Masters Program, Title I SWP 5% highly qualified money is used to pay for course work in high needs areas such as special education and ESL. Moreover, quality professional development will support the staff to remain highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The school provides professional development through staff developers who are leaders in the field of education. Professional development includes contracted specialists (TCRWP staff developers and workshops and Gouldmansour & Associates for CTT support), District Professional development through LSO, CFN, and NYCDOE professional development, as well as in house professional development (coaches and principal).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

While we are a high needs school in terms of ELLs and high percentage of students receiving free and reduced lunch, the school is not in high need for quality teachers. Through NYCDOE website and word of mouth, teachers have been applying to P.S. 2 in huge numbers. We attract over 200 resumes a year from certified teachers. Teachers and parents sit on hiring boards with the administration to choose the best candidate for our school.

6. Strategies to increase parental involvement through means such as family literacy services.

The school has made a commitment to involve parents in many ways. The parent coordinator has partnered with Learning Leaders to train parents to volunteer in the school. The classroom teachers invite parents to curriculum mornings each week. The school has hosted workshops from community based organizations to assist parents in health care for children, after school programs, and child safety issues.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Preschool teachers and parents have days where they visit the kindergarten classrooms to ease the transition into elementary school programs. Off site Head Start programs also visit the school in the spring so parents and student can view kindergarten classes.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers work with coaches and staff developers to analyze formal and informal data for the purpose of driving instruction. Teachers create checklists from which they group students for remediation and extension.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Part-time AIS teachers work with small groups to master proficient levels of achievement. The teachers begin working with small groups at the beginning of October. The students' progress is monitored through informal classroom assessments and formal Predictive and interim exams.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All programs are coordinated to best support the community. The SLT surveys the parent and teacher groups to assess what the schools needs are. The school works with Federal, state, and local services help meet the needs of the school.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$787,009	✓	13, 14, 15, 16
Title I, Part A (ARRA)	Federal	✓			\$107,257	✓	13, 14
Title II, Part A	Federal	✓			\$45,801	✓	13
Title III, Part A	Federal	✓			\$61,760	✓	Attachment #2
Title IV	Federal			✓			
IDEA	Federal	✓			\$140,921	✓	13, 14, 15, 16
Tax Levy	Local	✓			\$4,272,587	✓	13, 14, 15, 16

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your 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). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 302 students listed as in temporary housing. The vast majority of those students are immigrants from China who are living with relatives until they can afford a place of their own. These students are "D coded" for multiple families living in one residence. Throughout the school year we provide workshops and information regarding community support and family assistance. We have partnered with Immigrant Social Services, Chinatown Planning Council, Charles B. Wang Clinic, Henry Street Settlement, The Lower East Side Family Union, and other community members to assist these families in anyway possible. All information is translated into Chinese.
We also have 15 students who live in the Catherine Street Shelter, a family residence. We work with social workers and coordinators to get students into school on time and equipped for the school day.
2. Please describe the services you are planning to provide to the STH population.
We provide parent workshops, as well as school supplies, appropriate clothing, trip fees, and free breakfast and lunch for all STH students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 002 Meyer London					
District:	2	DBN:	02M002	School		310200010002

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	36	36		96.4	96.9	97.3
Kindergarten	119	125	116				
Grade 1	116	128	128	Student Stability - % of Enrollment:			
Grade 2	104	121	136	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	135	123	134		87.3	87.0	86.7
Grade 4	114	134	135				
Grade 5	115	128	144	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.6	97.1	95.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	234	332
Grade 12	0	0	0				
Ungraded	0	4	2	Recent Immigrants - Total Number:			
Total	738	799	831	(As of October 31)	2007-08	2008-09	2009-10
					19	17	67

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	19	23	Principal Suspensions	3	4	2
# in Collaborative Team Teaching (CTT) Classes	45	42	44	Superintendent Suspensions	2	2	1
Number all others	26	22	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	61	70	TBD	Number of Teachers	59	61	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	267	314	TBD				
# ELLs with IEPs	8	30	TBD	Number of Educational Paraprofessionals	4	3	9

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.1	67.2	82.8
				% more than 5 years teaching anywhere	49.2	55.7	65.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	97.0	96.9
American Indian or Alaska Native	0.9	0.4	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	5.1	5.5	7.8				
Hispanic or Latino	8.4	7.8	7.3				
Asian or Native Hawaiian/Other Pacific	83.6	84.0	82.7				
White	1.9	2.1	2.2				
Male	54.5	54.6	53.3				
Female	45.5	45.4	46.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	87.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	55.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

P. S. 2 School Parental Involvement Policy

P. S. 2 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school Comprehensive Educational Plan (CEP).
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of the children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and the school activities, including ensuring-
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P. S. 2 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
- Meet and plan with PA Executive Board, SLT and Parent Coordinator on a monthly basis;
 - Inform parents during orientation meetings in September of ways they can be involved in school planning and functions throughout the year;
 - Provide workshops on academic, social, health and emotional issues that directly affect the students and parents who are part of our school community; and
 - Disseminate information through the parent notices on a weekly basis.
2. P. S. 2 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Inform parents of students' data on formal and informal assessments through monthly PA meetings and weekly notices sent home.
 - Inform parent of online resources to access their students' assessment data
3. P.S. 2 will incorporate Parent Involvement Policy into its CEP through the following means:
- Parent and teachers on the School Leadership Team (SLT) will be informed of the current Parent Involvement policy and update the policy as needed.
 - SLT minutes will be distributed to teachers and parents to inform them of any revisions.
 - Parents will be encouraged to contact SLT representatives for suggestions for improvement of the Parent Involvement Policy
4. To fulfill the requirement of section 1111 of the ESEA for parent of limited English proficiency, P.S. 2 will:
- Translate the Parent Involvement Policy into Chinese and Spanish.
 - Have the policy read to parents upon request
5. Parents will be involved in the 1% of Title I funding allocated for parent involvement by:
- Meeting with the PA Executive Board to discuss how to spend the allocation
 - Meeting with SLT members to discuss how to spend allocation
 - Presenting suggestions to the PA general membership
6. P.S. 2 agrees:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and the school activities, including ensuring-
 - a. that parents play an integral role in assisting their child's learning;
 - b. that parents are encouraged to be actively involved in their child's education at school;
 - c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

P. S. 2 School-Parent Compact

P. S. 2 and the parents of the students, participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (EAEA) (participating children), agree that this compact outlines how the parents the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

School Responsibilities

P. S. 2 will:

1. Provide high-quality curriculum and instruction through TC literacy, TERC Investigation curricula. This will provide a supportive and effective learning environment that will enable the students to meet the State's student academic achievement standards
2. Hold parent-teacher conferences, specifically those conferences will be held: November 2010 and March 2011.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows: Student report cards will be distributed in November, March and June.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: monthly curriculum mornings; class field trips, publishing parties, participation during parent workshops and PA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parent in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many as possible are able to attend.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance
2. Making sure that homework is completed.
3. Monitoring amount of television, video games, internet our children watch.
4. Volunteering in my child's classroom and in the school.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to parents or the adult who is responsible for my welfare all notices and information received from school every day.

SIGNATURES:

SCHOOL

PARENTS(S)

STUDENTS

DATE

DATE

DATE

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) LAP to this CEP.

PART I: SCHOOL VISION AND MISSION – State the vision for your school community and your school's mission that reflects its intent to achieve this vision. (Note: The school's vision and mission must articulate high expectations for all students.)

LAP Team Composition

The LAP team consists of B. Gustafson (Principal), B. Ng (Assistant Principal), V. Chang (Parent Coordinator), J. Lee (ESL Coordinator), T. Adler (ESL push-in/pull-out teacher), T. Ho (Bil. Teacher), E. Rodriguez (Literacy Coach), J. Wang (IEP teacher), S. Reina (Guidance Counselor), D. Cody (Parent)

Demographics/ Teacher Qualifications

Meyer London Public School 2M is located at the crossroads of Chinatown and the Lower East Side. The ethnicity of the student population reflects the ethnic composition of the community. Of the 790 students who make up this Pre-K to grade 5 school, about 83% are Chinese, 8% Latino, 7% African-American, and less than 2% Caucasian. There are approximately 47% female and 53% male students. Our school is involved with the Universal Feeding Program, a pilot project that provides free lunch to all students. The children who attend our facility are primarily from hardworking, low-income, immigrant families who speak little or no English. This has in some way shaped the goals of the school: to educate these students with the most suitable and effective modes of teaching.

P.S. 2 is a unique and proud community of learners located in an ethnically diverse area. Our mission here is to challenge every student with differentiated instruction to push every child toward his or her potential. Our school has a significant ELL, Special Education and gifted population. Because of this diverse population our mission is to find ways to challenge all students without overwhelming others. We strive to address the specific needs of our student population through rich and varied programs. From these experiences we hope to expand our students' vision of their universe, enable them to be reflective participants in a democratic process, and ultimately reach a level of literacy and numeration that will equip them to be successful students and life-long learners.

Within the walls of this school building, the students are grouped heterogeneously into general education classes, ESL or Bilingual as determined by NYSESLAT and LAB-R tests. We also have Collaborative Team Teaching (CTT) classes serving students in grades kindergarten through five. In addition, to support the social, emotional, and academic needs of our students, we provide the following: Special Education Teacher Support Services, Push-In and Pull-Out Reading Groups, ESL support, Speech/Language Therapy, Hearing Therapy, Reading Recovery, Monolingual/Bilingual Guidance, and ERSS

Counseling. These services are provided to mandated students as well as those who are deemed at-risk of not meeting standards. The SBST Team, along with the guidance counselor, staff and administration serve closely together to intervene as early as possible through the channels of dialogue, referral and treatment implementation. Our school's Pupil Personnel Team together with teachers and our principal have been instrumental in matching the available services with the at-risk students' needs.

PS 2 implement the workshop model as an approach to reading, writing, and math. In Reading, the teachers employ a balanced literacy approach, in which independent reading, guided reading, shared reading and read aloud are taught on a daily basis. Every child is challenged to work to his or her individual potential through whole class and small group assignments. Writing instruction is conducted using the Writing Process and Teachers' College Columbia methods. The teachers work on collecting writing ideas, drafting, revising, editing, and publishing. We believe in the constructivist approach to teaching math, in which students create meaning based experiences and investigations of math concepts. We feel the use of manipulatives and math games are crucial to mathematical reasoning. Children learn through problem solving. Analytical skills are honed through scientific inquiry that begins in the pre-kindergarten class and spirals up into the higher grades. Each class will have an end of the year project, which consists of answering big questions in the natural world.

Within the safe boundaries of our classroom walls we encourage children to take risks, think critically and creatively, ask questions about their world, and celebrate the successful learning of all. We seek rigor through engagement. When our children inquire, when they look at texts critically, when they seek alternative visions and purposes, our students will be prepared for the future.

The domain of social and emotional growth remains important because we realize its effect on the development of a community of learners. Community-building, collaborative lessons, and directed conversations help to create a tolerant, caring ethos in PS 2. Classroom literature is used to facilitate our need to continually deepen conversations that build a sense of humanity and empathy in our children. We strive to create a safe, nurturing learning environment where our students flourish in inquiry based classrooms. Our children deserve joyous lives within our school walls.

Our school has many important objectives. These are: to develop our students' abilities to read, express, comprehend, think critically, write with voice, and to make decisions of their own. In addition, we develop strategies to increase the students' abilities to perform on or above the NYS and NYC learning standards. Many of the students are new immigrants from China. 44.6% of students are English Language Learners (ELLs) and over 85% of homes speak a language other than English as the primary means of communication. While the overwhelming majority of homes support and encourage education as a whole, the lack of English language knowledge at home is a major factor that has made our task challenging.

In order to address this issue, our focus is to equip our students with a repertoire of communication skills for competency. The language arts program in the school follows District 2's Balanced Literacy Program, which centers on reading, listening, speaking and writing. The mathematics program is investigative and tactile learning, using TERC curriculum with skill books to supplement the students' math instruction. To support and increase students' achievement, we focus our professional development activities on elevating teacher practice. Professional support includes faculty working with the principal, assistant principal, and coaches, who are our constant mentors and support. There are four classroom teachers who are teacher-leaders in the mathematics program (TERC) and mentor other teachers on their grade. There is ongoing capacity building as a means to sustain the high caliber of teacher practice. Mentor teachers have been paired with newer teachers on their grade. Our teachers' resource rooms have served very well to help teachers meet the needs of all their students.

The programs in PS 2 are organized into a regular 8 period schedule. However, the teachers have the flexibility to develop definitive blocks of time in which they implement instruction in Language Arts, Mathematics, Social Studies, and Science. In addition, the specialty teachers help enrich our students' academics with Computers, Art, Gym, Drama, Library, and Science. With the collaboration of several community-based organizations, many students in grades 3, 4 and 5 receive weekly instruction in dance, orchestra and band.

The school's weekly schedule allows for all teachers to meet for curriculum and program development in a peer-to-peer professional development and planning. This enables the faculty to self-select professional development programs, and to implement methods learned in workshops that were led by peers and staff developers.

In creating a flexible and supportive environment that educates those students with an IEP together with those without an IEP, PS 2 has five CTT classes, which are staffed with successful teams of general education and special education teachers as well as two self-contained special education class for grades K- 2and grades 3 - 5. We are committed to creating high quality and innovative instructional designs for all students, those who are special education students and those who are general education students.

ELL Instructional Program

PS 2 faces the challenge of teaching immigrant students. The students designated as English Language Learners (ELLs) represent a varied group. Included in this group are immigrant students in grades K to 5 whose birthplace is China and who entered our school with no background in English. Of these, some students in grades 3 to 5 are classified as Students with Interrupted Formal Education (SIFEs) because they arrived with little education in their native language. Our kindergarten includes students born in the United States who entered the school with little or no knowledge of English because their home language is exclusively Chinese.

A number of variables impact adversely upon our students' progress in literacy, the most notable of which is their limited exposure to English outside the school setting. The majority of our students speak only their native language at home, and in their social circles. In addition, a number of students return to their homeland annually, which interrupts their language acquisition and impedes their progress.

Since the objective of the bilingual program is to serve as a transitional process to move these Early Language Learners into ESL and general education classes, it is often a challenging task for the teachers. The key factor in creating an instructional program that meets the students' needs is to be aware of the fact that students arrive, predominantly from China, throughout the year. These students come with little or no formal educational background, and have an effect on the progress of those in the class who have already acquired more literacy skills.

Programs have been tailored to meet the specific needs of our ELLs. There are 3 bilingual classes with 3 Chinese bilingual certified teachers teaching, 4 ESL certified teachers in self-contained classes, and 5 certified ESL teachers that provide push-in and pull-out services for small groups of students who need extra assistance. A full-time Spanish bilingual Guidance Counselor as well as a part-time guidance counselor, works with the Chinese bilingual SPI Team to provide auxiliary services for students and parents. In addition to these services, PS 2 has also worked with NYU Downtown Hospital and the Charles B. Wang Clinic to provide social, emotional, and psychological services for our students. Special efforts have been made to reach out to parents of our immigrant students, and to that end, all parent conferences and workshops have been staffed with translators in both Spanish and Chinese.

ELL Identification Process

At registration, parents of all new students must complete a HLIS to see if their child is eligible for LAB-R testing. If the child is eligible for LAB-R testing, s/he will be tested within the first ten days of being admitted to the school. When a child has been identified as ELLs because he/she scored below the LAB- R cut scores then these parents will be invited to attend an ELL Parent Orientation. New ELLs parents are all invited to attend an ELL Parent Orientations early in the school year to: view a multi-language DVD that describes the various instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered. (There is a meeting in the morning and one in the evening) All materials given to parents are in their native languages. The video will be shown in the native language. Translators are provided at all orientations and meetings.

Parents will be informed about the goal of our Transitional bilingual program as well as our Free Standing ESL program. The goal of our Transitional Bilingual Education (TBE) program is to use the students' native language to develop conceptual skills with intensive support in English as they learn a second language. The TBE teachers will spend 60% of instruction in student's native language and 40% in English. As the student develops fluency in English, instructional time in English increases. The teachers will differentiate the instruction for groups of students by their levels of language fluency and academic proficiency in the content area. The Native Language Arts (NLA) component of our TBE program provided content area instruction (Social Studies, Mathematics, Science and LA) in listening, speaking, reading and writing in a student's native language to help support second language learning. Beginner and intermediate level students in TBE classes will receive 90 minutes daily of native language arts and for the advanced level students, 45 minutes daily of native language arts are required.

The goals of our Free Standing ESL program is to provide instruction in English for our ELLs in the academic subject area using ESL methodology, to incorporate ESL strategic instruction and to help the ELL meet or exceed NYS and City standards. The number of English units the students receive is determined by his/her English proficiency level on the New York State English as a Second Language Achievement test (NYSESLAT) scores. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced level students, 180 minutes per week are required.

We have ongoing updates for parents of new admits with the team (ESL Coordinator, Pupil Personal and Parent Coordinator) New ELL's parents are also invited to additional orientations during the Parent/Teacher Conferences in November and March to review the above information mentioned above.

Assessment Analysis of the Data

Summary of ELLs strength and weakness based on NYSESLAT scores

Grade	Strengths	Weakness
Kindergarten	LAB-R	LAB-R
First	Listening /Speaking	Reading /Writing
Second	Reading /Writing	Listening /Speaking
Third	Listening /Speaking	Reading /Writing
Fourth	Listening /Speaking	Reading /Writing
Fifth	Listening /Speaking	Reading /Writing

Based on the review of the 2010 NYSESLAT scores, we found that the overall trend for our ELL data have been similar for the last two years. We start off with the largest number of ELLs in the early K and 1 in the free standing program and we have the fewest number ELLs in grade five. The patterns we notice in the Modality Analysis has been similar these last two years. The ELLs have scored strengths and weakness are as follows:

We usually notice the largest gains in the number of students in the advanced level are made in second and third grades. By the fourth and fifth grade the number of ELLs in every level drastically declines.

In general, we noticed that the lower grades strengths were in the speaking/listening modalities which are reflected in the way young children acquire a second language. Most of the upper grade ELLs has better mastery of the L/S subtests because they have been in school for a longer period of time. In the second grade the test format is significantly different from the K/1 therefore that is also reflected in our student's scores

Looking at the pattern across the four modalities, the school made gains overall in speaking/ listening subtest. We will continue to implement the goals of the school to improve students reading and writing instruction. We will focus on improving their reading/writing modalities for the advance ELLs and focus on listening and speaking modalities for our beginner and intermediate ELLs.

The school needs to provide additional professional development focusing on the strategies to help foster the reading and listening skills in the lower grades. For example: Guided Reading, Shared Reading and Writing, Interactive Reading and Writing, Think-Pair-Share and additional small group instruction. The classroom teachers and the ESL teachers will continue to plan together and focus on reading and writing strategies for the ELLs. ESL teachers will continue to participate in the school wide Teachers College Columbia training of the classroom teachers and plan their curriculum and focus on the language needs of the students. Classroom teachers can use various ESL methodologies, and ESL teachers can infuse more literacy strategies in language instruction.

Through the collaboration between classroom teachers and ESL teachers, they will have the opportunity to share observation and assessments of ELLs as well as best practices.

We will continue the work of our Inquiry Team which focused on Shared Reading. One piece was studied throughout the week in which a different focus was chosen. This produced the support our ELLs needed for looking at different genres of text. As a result of this study with selected group of ELLs, the school adopted the same focus on shared reading.

Since we noticed our work in supporting the students performance in the expressive domains have shown positive results, we will continue to link literacy with the Arts: Drama and playwriting with City Lights, Title III Book Making project. This year we will work on forging a greater connection between Listening, Speaking, Reading and Writing. Our Balanced Literacy program will focus on “To, With and By” with students in reading and writing workshop.

See LAP worksheet.

Here is the data from the ELA and Math test.

- In grade three, 41 ELLs took the ELA test: The majority of them scored in level 2 [18] and level 3 [17] , five scored 1 level and one scored level 4
- In grade four, 46 ELLs took the ELA: The majority of the ELLs scored in level 2 and level 3 and only two ELLs scored level 1
- In grade 5, 22 ELLs took the ELA: Most of the ELLs scored in level 1 and level 2 and 2 ELLs scored level 3
- The math data in grades 3, 4 and 5 indicated 1 that the majority of our ELLs are either meeting or exceeding the math standards. There are about 10 ELLs on each grade who scored level 2 and four who scored below level 1 in grades 4 and 5.

As a result of reviewing the ELA/Math scores, the School Leadership Team and the teachers see the needs to of the school to be:

- Continue to provide a daily balanced literary block with an emphasis placed on read aloud, shared reading, and guided reading in our ESL and bilingual classes
- Continue to provide a classroom environment conducive to the needs of ELLs (i.e. teacher modeling, hands-on activities, listening centers, labels, and charts)
- Continue professional development opportunities that focus on both language arts content and strategies for working with ELLs
- Provide at-risk services and extended day services for those students not meeting proficiency standards
- students also receive push-in and pull-out services as well as one-on-one conferencing with their general education teachers

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual ___ ESL _X_ Both **Number of LEP (ELL)**
Students Served in 2010-2011: 385

I. Program Description

P.S. 2 is a K-5 school with about 790 students. The students are grouped heterogeneously into general education classes, special education classes, Bilingual classes (TBE), Self-contained ESL classes, and Collaborative Team Teaching classes (CTT). Students are identified as English Language Learners (ELL) based on their scores from the Language Assessment Battery-Revised or the New York State English as a Second Language Achievement Test (NYSESLAT). We currently serve our 383 ELLs with 3 Traditional Bilingual Education classes, 4 Free Standing-ESL classes, and 5 ESL teachers who serve them in Push-in/Pull-out models. Flexible grouping for differentiated instruction is encouraged to ensure that the individual needs of each student are addressed. Instruction for TBE/ ESL classes is aligned with ESL Standards and the NYC Balanced Approach to Literacy. We are also participants of the Teachers College Reading and Writing Workshop Project.

The goal of our Transitional Bilingual Education (TBE) program is to use the students' native language to develop conceptual skills with intensive support in English as they learn a second language. The TBE teachers will spend 60% of instruction in student's native language and 40% in English. As the student develops fluency in English, instructional time in English increases. The teachers will differentiate the instruction for groups of students by their levels of language fluency and academic proficiency in the content area. The Native Language Arts (NLA) component of our TBE program provided content area instruction (Social Studies, Mathematics, Science and LA) in listening, speaking, reading and writing in a student's native language to help support second language learning. The NLA curriculum parallel that of the English Language Arts (ELA) and adds a standard of appreciation of the history and culture of the new country as well as the student's country of origin through the study of literature. For beginner and intermediate level students, 90 minutes daily of native language arts are required and for the advanced level students, 45 minutes daily of native language arts are required.

Chinese Transitional Bilingual Education Program (TBE):

- Three TBE classes are available to serve our Chinese-speaking ELLs in grades K-5 (K, 1 and 5).
- Each bilingual class contains approximately 20-22 students.
- NLA, ELA and ESL instruction are aligned with the SED NLA, ELA and ESL Learning Standards.
- On –going TC assessment of students work, Informal assessment overflows from the on-going running records and note taking by the classroom teachers.
- Beginner ELLs are usually placed into TBE classes by parental request Intermediate and Advanced Levels as determined by the LAB-R or NYSESLAT.
- NYU student teachers are assigned to these classes as requested.

The goals of our Free Standing ESL program is to provide instruction in English for our ELLs in the academic subject area using ESL methodology, to incorporate ESL strategic instruction and to help the ELL meet or exceed NYS and City standards. The number of English units the students receive is determined by his/her English proficiency level on the New York State English as a Second Language Achievement test (NYSESLAT) scores. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced level students, 180 minutes per week are required. Language Arts is taught using ESL and ELA methodologies. Content area instruction is in English using ESL strategies.

We have the recommended Free Standing ESL instructional programs such as self-contained ESL classes, and “push-in/pull-out “service to support our ELLs in the general education classes.

ESL Program:

- Four Self–contained ESL classes, one class per grade-1-4 (parent selected ESL program)
- Push-in/Pull–out ESL services for the ELLs who speak Chinese (parent selected ESL program), and Spanish.

- ESL instruction utilizes CALLA methodologies and direct instruction, Total Physical Response approach, Cooperative Learning, Natural Approach, to provide multiple opportunities for listening, speaking, reading, writing to support the growth of language instruction
- On-going TC assessments of ELLs, written and spoken languages inform teachers of instructional placement.
- Alignment with SED ESL Learning Standards
- Academic content area taught in the general education classroom using reading and writing workshop models and various ESL methodologies

We have also implemented the following instructional strategies, activities and programs to ensure that ELLs meet the standards and pass the required 3rd, 4th, and 5th grade State ELA and Math tests.

- Direct instruction in ESL for ELLs using pull-out model
- ELA Classroom instruction through TC reading and writing workshop model
- ESL and bilingual personnel scaffold content for ELLs and adapt materials/lessons to their language needs
- We provide ELLs with additional push-in small group help in language arts/math with AIS teachers using the push-in/pull-out model
- ELLs in grades 3-5 are invited to participate in all intervention programs offered at school such as: Title III Book Making Project after-school 2x a week to listen, speak, read and write about genre of choices, ELA Extended Day Test Prep and Saturday Academies
- First grade ELLs participate in our Reading Recovery program
- All the ELLs participate in the various cluster offered in the school: Music, Drama, Computer, Science Library ,Art and Gym

Parent Choice

A number of structures are in place to ensure that the parent of our ELLs understand all of our school's program choice, options and rights they are entitled to. At registration parents of all new students must complete a HLIS to see if their child is eligible for LAB-R testing. If their child has been identified as ELLs because he/she scored below the LAB- R cut scores then these parents will be invited to attend a Parent Orientation. New ELLs parents are all invited to attend an ELL Parent Orientations early in the school year to: view a multi-language DVD that describes the various instructional models

offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered. (There is a meeting in the morning and one in the evening) All materials given to parents are in their native languages. Translators are provided at the orientations and meetings. We have ongoing updates for parents of new admits with the team (ESL Coordinator, Pupil Personal and Parent Coordinator) New ELL's parents are also invited to additional orientations during the Parent/Teacher conferences.

II. Parent/Community

Based on recent data and Parent Surveys and Parent Selection, the programs we offer at our school are aligned with what the parents' request. We have added a self-contained ESL class and hired an ESL teacher to serve the large number of ELL. In the upper grades, we have transitional bilingual classes and three push-in/pull-out ESL teachers who provide small group instruction for our ELLs that meet parents' request. We will continue to give out Parent Surveys each year and then take the necessary steps to meet these requests. We look at the data, assess the needs, bring them before the School Leadership Team and then make the necessary class reorganizations needed. ESL teachers sit in on students' parent meeting to serve as translators and/or to add input into the conversation

The partnership between school and home is essential for the development and achievement of our students, both in mind and spirit. We value the Parents' Association of P.S. 2 as an integral part of our school community. To keep parents abreast of the school academic directions and goals, we begin the school year with a "Parent Orientation" for all the grades, where parents meet with teachers in their children's classrooms to learn about the curriculum. We continue the school year by conducting a series of morning workshops on every grade to give the parents more opportunities to experiences the Reading and Writing Workshop model with their children together. Other school wide programs and activities which received enthusiastic participation from our parents include: Poetry and Song Celebration, Science Celebration, Publishing Parties, and numerous dance, musical and dramatic performances. Our Parents Association is actively involved

with the coordination of cultural events such as Black and Hispanic Heritage Months as well as the Chinese Lunar New Year Celebration. Fifth graders celebrate their commencement with a prom party funded by the Parent Association.

III. Project Jump Start:

We offer our new students and their parents an invitation to attend a New Comer Orientation in June to learn about PS2. We review what is expected in kindergarten and how the parents can help them get ready for school. We will review the process of identifying ELLs and share with them the types of programs offered at our school.

Since they arrive with little/no English language skill, newcomers will receive native language instruction to further develop literacy and language in their L1. Second language literacy development will take place through students' participation in reading and writing workshops. ESL teachers will work to make content area and second language instruction accessible to students by various ESL methodologies and scaffolding techniques. ELLs in grades three – five are invited to participate in our Extended School Day Test Prep, Title III Extended day, Saturday Academies that focus on reading, writing and language development

IV. Staff Development (2010-2011 activities—tentative dates)

ELL staff is trained to differentiate instruction across the grade levels in our school due to the ongoing Q-TEL, Columbia Teacher's College Reading and Writing workshops. They will also participate in grade specific TC workshop at the school as well as participate in study groups. They will continue to attend weekly grade meeting to promote communication between ESL instruction and regular classroom lessons. New teachers are required to obtain ESL certification for mandated ESL training hours; 7.5 for general education teachers and 10 hours for special education teachers.

The ultimate assurance to quality pedagogy is through consistent professional staff development and capacity building. We have a cohesive professional learning community of bilingual and ESL teachers, who study professional reading, collaboratively assess students work and meets on a weekly basis. We will study Mary Cappellini book: Balancing Reading and Language Learning. One of the ELL initiatives is to have students

build fluency, stamina and a love for reading; this is clearly evident in our bilingual/ESL classes and pull-out groups. There is a full range of different levels in the native language, second language as well as bilingual books for students to read and borrow. The students are producing a noticeable volume of writing in their native language as well as the second language in their writing journal.

Tentative Professional Development Timeline

Month	Topic	Audience
September	Identifying ELLs/Intro. LAP	Entire staff
October	Review ELL Data	Entire staff
November- December	Differentiate ELL Instruction	Grades 3-5 teachers
January- February	Preparing for NYS Math	Grades 3-5
March	Instruction/Preparing for ELA	Entire staff
April	Preparing for NYSESLAT	K-3 staff/ESL team
May	Differentiate ELL	Entire staff
June	Preparing for Summer Enrichment/ Review LAP	Grades 3-5 teachers

V. Support Service provided to LEP students

We have a bilingual Chinese SBST team and speech teacher, bilingual Spanish guidance counselor, NYU dental program, Chinese bilingual Parent Coordinate to support the ELLs at PS2.

To further enhance the creative, social and academic facets of our students, our school works collaboratively with many community-based organizations such as A.R.T.S. Inc., National Dance Institute, Studio in a School, Greenwich House School of Music, Junior Achievement, New York University and America Reads. Our partnership with New York University School of Dentistry helps provide dental care at little or no cost to our students. A school nurse and assisting staff are available to provide screening and nursing services for our students. NYU Downtown Hospital also provides our school with vision and hearing screenings, and Charles B. Wang Center provides asthma screening.

All notices distributed to parents are translated into Chinese and Spanish. During meetings (PA, workshops), the parent coordinator, family worker, ESL teachers provide oral translation and written materials in the native language. The parent coordinator, ESL

coordinator, guidance counselor have provided a series of parent workshops that are held throughout the 2010–2011 school year to teach parents about school resources, policies and programs, to explain the NYS standards and assessments and the school's expectation regarding students' attaining standards. Workshops (with Chinese translation) have included: Curriculum Morning, ELL Parent Orientations, Family Math morning, Homework Help, NYS ELA, NYS Math and NYSESLAT information meetings

VI. Names/type of Native language assessment administered

The ELL in grade 3-5 took the Chinese Reading test from the City of NY. The Bilingual and ESL classes have purchased appropriate level materials like On Our Way To English reading program from Rigby grades K-5. This program contains guided reading books, shared reading big books and poems, and charts that support the balanced literacy model. In addition, we have purchased a large number of Chinese, bilingual read aloud books and bilingual content based books for student teachers to utilize during daily instruction. We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players. Annual Chinese New Year performances incorporate music, visuals arts and dance to enhance the students' understanding and appreciation of their culture and heritage

Our plan for the lower grade ELLs is to continue work on helping them to develop language through daily shared reading, songs, poems, inter-active writing, read aloud of familiar stories and topics of student's choice. For example, the students will be able use picture cue to predict reading and confirm, recognize and use repetitive patterns in text. We will continue to build on the strengths of our students' first language to help them develop content area knowledge in the second language through theme related native language content based Read Aloud. Our students will also learn from each other and peer models by using hands on exploratory activities, there will be on-going assessments both formally and informally through projects, observations, presentations, conferring and celebrations to help guide our planning for all our ELLs.

Differentiate ELL Instruction

Our classes are homogeneously grouped. ESL and F status teachers either push-in or pull-out to provide differentiated small group instruction to ELLs as needed. All ESL teachers will participate in all TC professional development with the grade they work with, attend grade meetings, planning periods to work collaboratively and share ideas and materials with teachers on their grade.

ELLs and their sub groups also participate in the Extended School Day after-school program. These programs support all students with additional instruction after school focusing on language arts and mathematics. To maximize all our students' potential and familiarize them with test-taking skills in math and ELA, we provide our students with a series of preparatory classes after school and on Saturdays near the testing dates.

The Title III after-school program provides ELLs with enrichment activities to help develop vocabulary and language acquisition for beginner and intermediate ELLs in grades 3-5. The advance ELLs in grades 4 and 5 will build vocabulary and reading comprehension skills by using the Achieve 3000, a web-based Reading Comprehension program that differentiate the reading levels for all ELLs

We will continue to provide transitional support to all the ELLs who tested proficient within the last two years. These students will have the opportunity to participate in all after-school clubs, test prep academies and will get the same testing accommodation as current ELLs. They can also continue to use the Achieve 3000 program at home and weekends to help with vocabulary development and reading comprehension.