



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**           P.S. 2 MEYER LONDON SCHOOL          

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**           02M002          

**PRINCIPAL:**           BRETT GUSTAFSON           **EMAIL:**           BGUSTAF@SCHOOLS.NYC.GOV          

**SUPERINTENDENT:**           MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Brett Gustafson	*Principal or Designee	
Karen Odaira	*UFT Chapter Leader or Designee	
Maggie Chin	*PA/PTA President or Designated Co-President	
Mary Ng	DC 37 Representative, if applicable	
Bessie Ng	Member/CSA	
	CBO Representative, if applicable	
Amanda Miller	Member/teacher	
Terrence Sumner	Member/teacher	
Doris Moreira-Douek	Member/parent	
Arthur Yee	Member/parent	
Lisa Tong	Member/parent	
Li Ping Xu	Member/parent	
Anna Tong	Member/parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Students will improve their reading comprehension by five percentage points on the New York State ELA by May of 2012.

### **Comprehensive needs assessment**

Based on the 2011 NYS ELA test students in grade 3, 4, and 5 scored 60% at or above grade level. One area in particular of need is understanding and synthesizing nonfiction texts. Meeting with parents teachers and students we decided this would be our focus.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups:
- In September the principal will meet with the teachers to talk about increased instruction in nonfiction and the Common Core State Standards. Teachers College staff developers and school based coaches will support teachers in integrating more science and social studies in the classroom, using Curriculum Mapping in studies studies and science. Working with our CFN 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. ,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- K-5 Teachers will meet in September to start curriculum mapping. They will meet one day a week to plan lessons including nonfiction reading comprehension
  - c) timeline for implementation.
- **September -Curriculum mapping will begin**  
**October professional development begins**  
**November- ELA predictive**  
**December – Nonfiction reading unit for grades 3, 4, 5, concludes with and assessment**  
**January – using data, teacher will plan addressing reading needs**  
**February - After school help for academically challenged students begins**  
**March – After school continues Performance Task given**  
**April – NYS ELA test given**

### **Strategies to increase parental involvement**

- Parents come to workshops on science in November and ELA workshop in January. Family Friday every Friday 8:30 – 9:30.
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers are currently Highly Qualified. We provide in school professional development and out of school professional development for teachers to receive the correct enough amount of professional development for their professional license.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Title I money is used to reduce class size, supply academic intervention, and purchase supplies for the classes. Title III after school will also support our large number of ELL students.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The school will use TL Fair Student Funding for the majority teachers but Title I and Title IIa will supplement the academic intervention.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

50 ELL students will become proficient on the 2012 NYESLAT by June.

**Comprehensive needs assessment**

- This year P.S. 2 has ~370 students in ESL education. They range from beginners to intermediate and advanced. 50 of those 370 will pass the NYSESLAT and be rated proficient. The areas of need are still the Reading and Writing domains.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- In September the principal will meet with the teachers to talk about supporting ELLS with completion of the Common Core State Standards. Teachers College staff developers and school based coaches will support teachers in integrating more ESL strategies. Working with our CFN 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. ,  
d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- K-5 Teachers will meet once a month to discuss ELL issues and approaches.  
e) timeline for implementation.

- **September – three new ESL teachers are hired.**

**October ELA and ESL professional development begins**

**November- ELA predictive**

**December – Title III after school begins: Nonfiction reading unit for grades 3, 4, 5, concludes with an assessment**

**January – Title III after school continues**

**February - After school Test preparation help for academically challenged students begins**

**March – After school continues Performance Task given**

**April – NYS ELA test given**

**May – NYSESLAT begins**

**June NYSESLAT concludes**

#### **Strategies to increase parental involvement**

- Parents come to ELL workshops in November. Family Friday every Friday 8:30 – 9:30.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

**All teachers are currently Highly Qualified. We provide in school professional development and out of school professional development for teachers to receive the correct enough amount of professional development for their professional license.**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
Title I money is used to reduce class size, supply academic intervention, and purchase supplies for the classes. Title III after school will also support our large number of ELL students.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

The principal, assistant principal, resident principal and the literacy coach will provide written feedback for at least 6 informal classroom observations using the Danielson Framework by June 2012.

#### **Comprehensive needs assessment**

All teachers can use regular feedback about their practice. During professional development days the teachers learn about improvement to their practice. The informal observations will allow the administration to monitor teacher progress to instruction and learning.

#### **Instructional strategies/activities**

• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: At the start of the school year the Principal and cabinet (assistant principal, resident principal, and literacy coach) will provide a professional development session on the Danielson Framework. The cabinet will begin informal visitations the second week of school. The visitations will first focus two components: classroom management and questioning. As the year progresses we will include four other components that were recommended by the Chancellor's office for the 2011 – 2012 school year. Beginning in October Carrie Orrega from Metamorphosis Learning (paid for with Title I 10% professional development money) will work with teachers in grades 2 – 5 regarding math instruction and higher order thinking. For the November 8 professional development day we will show another video to help clarify what we mean about questioning and engagement. More information will be shared throughout the year both individually with teachers and as a whole staff during monthly administrative meetings. Other funding for this action plan is included in TL FSF for teachers' and administrative salaries.

#### **Strategies to increase parental involvement**

- Parents come to workshops on science in November and ELA workshop in January. Family Friday every Friday 8:30 – 9:30.
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

All teachers are currently Highly Qualified. We provide in school professional development and out of school professional development for teachers to receive the correct enough amount of professional development for their professional license.

**Service and program coordination**

Title 1 10% professional development will help pay for the training of teachers.

**Budget and resources alignment**

- TL FSF will fund principal and assistant principal's salaries. Title I will fund professional development and per diem for professional development.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

All students in every grade will complete at least one literacy task and one math task embedded in a rigorous curriculum unit aligned to the Common Core.

### **Comprehensive needs assessment**

- All schools are working towards the Common Core Learning Standards (CCLS). The teachers have viewed these standards and it is clear there is work to be done. The performance tasks are a concrete example of the CCLS expectations.

### **Instructional strategies/activities**

On September 6 the principal and assistant principal will provide professional development in the area of Curriculum Mapping for the Common Core Learning Standards (CCLS). Throughout the year the principal and cabinet will meet with teachers during their weekly planning time to discuss the characteristics of a rigorous CCLS task. By January at least one task will be incorporated in a unit to assess the students' knowledge of that subject matter. The principal and cabinet will work with teachers to assess the validity and reliability of the task. Based on the data we collect another task will be planned for the spring. Funding for this program is included with the TL FSF for teachers' and administrative salaries.

### **Strategies to increase parental involvement**

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

**All teachers are currently Highly Qualified. We provide in school professional development and out of school professional development for teachers to receive the correct enough amount of professional development for their professional license.**

**Service and program coordination**

All funds will be used to train teachers and allow teachers time afterschool to analyze student work.

**Budget and resources alignment**

TL Data money will be used for data analysis after school. Title I will be used for professional development to work toward CCLS. TL FSF will fund teacher salaries.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- By May 2012 the rating on our in-house parent workshop surveys will increase to 80% “Effective”

### **Comprehensive needs assessment**

- The school environment survey has show this school to be lower than schools in our peer group. As a result we are trying to have more parents involved in the workshops we provide for them. These workshops include a variety of topics ranging from discipline to academics. A survey will be developed to have parent respond to the effectiveness of the workshop.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) All parent workshops will be translated into Mandarin Chinese for our large population of Chinese speaking parents (80%).,
  - b) The parent coordinator and the principal will lead most workshops, although the science teachers and the guidance counselors will also lead the workshops in their areas of expertise,
  - c) Teachers have been included in the SLT to voice their opinions of the workshops.
  - d) timeline for implementation:
    - September – Parent Orientations begin with each teacher describing their classroom goals to parents
    - October – Middle School parent workshop #1 and ELL parent workshop
    - November – parent conferences, Science workshop
    - December ELA workshop
    - January – Math workshop
    - February – positive discipline workshop
    - March – Parent Conferences
    - April – Neighborhood Resources workshop
    - May – summer academics workshop.

### **Strategies to increase parental involvement**

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

All teachers are currently Highly Qualified. We provide in school professional development and out of school professional development for teachers to receive the correct enough amount of professional development for their professional license.

**Service and program coordination**

We will work with neighborhood organizations to support the parent workshops at P.S. 2.

**Budget and resources alignment**

- TL Parent coordinator funding will be use for the parent coordinator. Title I translation Services will fund translators at parent conferences. Title I parent involvement will be used to fund parent directed purchases.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	30	N/A	N/A	3	0	0	0
<b>1</b>	45	45	N/A	N/A	3	0	1	0
<b>2</b>	70	70	N/A	N/A	4	0	0	1
<b>3</b>	64	64	N/A	N/A	7	0	0	0
<b>4</b>	55	55	55	55	9	0	1	0
<b>5</b>	73	73	12	55	2	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> <li>• Wilson, small group, during the school day</li> <li>• Reading Recovery, one-to-one, during the school day</li> <li>• Extra Time, small group, after school</li> <li>• Extended School Day, small group, after school</li> <li>• AIS reading, small group, during the school day</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Extra Time, small group, after school</li> <li>• Extended School Day, small group, after school</li> <li>• AIS reading, small group, during the school day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Extra Time, small group, after school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Extra Time, small group, after school</li> </ul>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> <li>• Counseling, small group, during the school day</li> <li>• Counseling one-to-one, during the school day</li> </ul>
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> <li>• Psychologist, one-to-one during the school day</li> </ul>
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> <li>• Social work sessions, one-to-one, during the school day</li> </ul>

<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"><li>• <b>Airways training, small group, during the school day</b></li></ul>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 2 – Meyer London, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 2's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S. 2 will support parents and families of Title I students by:

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

P.S. 2's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. P.S. 2's community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 2 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded programs, their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

P.S. 2 will further encourage school-level parental involvement by:

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

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

P.S. 2, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. P.S. 2's Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen</b> <b>/Ada Cordova</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>002</b>
School Name <b>Meyer London PS 2</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Brett Gustafson</b>	Assistant Principal <b>Bessie Ng</b>
Coach <b>Elizabeth Rodriguez</b>	Coach <b>NA</b>
ESL Teacher <b>Janice Lee</b>	Guidance Counselor <b>Sandra Renia</b>
Teacher/Subject Area <b>Tracey Adler</b>	Parent <b>Ms. Yan Mei Long</b>
Teacher/Subject Area <b>NA</b>	Parent Coordinator <b>Vera Chang</b>
Related Service Provider <b>Jia Wang</b>	Other <b>NA</b>
Network Leader <b>Ada Cordova</b>	Other <b>NA</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>10</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>NA</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>6</b>		

### D. School Demographics

Total number of students in school	<b>805</b>	Total Number of ELLs	<b>381</b>	ELLs as share of total student population (%)	<b>47.33%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

I. A number of structures are in place to ensure that the parent of our ELLs understand all of our school's program choices, 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. A licensed pedagoguer, ESL teachers who speak Chinese or Spanish will conduct the interview process during registration. During the school year, the ESL team's scheduled is located in office with pupil accounting secretary. When a new parent comes to register, an ESL team member will be contacted to help determine if child and their parent complete HLIS and determine LAB eligible for LAB-R testing. If the child is eligible for testing, then the ESL Team members [J. Lee, A. Tang, M. Ng, T. Adler] will test all the child within the first 10 days of entering the school. If a Spanish speaking child has been identified as an ELL, our Spanish speaking guidance counselor will administer the Spanish LAB-R within the first 10 days of child has been in school. When a child has been identified as ELL because s/he scored below the LAB-R cut scores, their parents will be notified in their native [Chinese/ Spanish] language in a letter that their child has been identified as an ELL. Their parents will all be invited to attend an ELL Parent Orientations early in the school year [September] to: view a multi-language DVD that describes the different instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered. We usually have our parent meetings in the morning right after they drop off their child. All letters and notices given to parents are translated into their native languages. Chinese and Spanish translators are provided at the Parent Orientations and meetings to answer questions and help to complete Parent Selection form. We will also have ongoing updates for parents of new ELLs with the ESL Coordinator, Pupil Personal Secretary and the Parent Coordinator. Parents are also reminded to go on DOE website in Parent section to view all videos and material in their native language. If a parent does not return the Parent Selection form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL Coordinator will follow up with parents' who do not return forms by speaking and checking with classroom teachers, calling to remind them to return forms and inviting them to ELL Orientations during P/T conferences during the morning and evening sessions. A master check list will be maintained and updated at the end of each month to make sure all paper work is returned in a timely fashion.

When we get the NYSESLAT scores, the ESL team will meet and review the RLATs to determine compliance issues and scheduling services for all the ELLs in the school. They will work with classroom teachers to set up schedule to provide mandated ESL services for ELLs. The team also review the RNMR Report to determine instructional implications for the ELLs and share our findings with their cooperating teachers. We will make recommendations and review reports with classroom teachers about the ELLs strengths and needs based on the LS/RW modalities of the NYSESLAT. The NYSESLAT and all four components will be administered as per the instruction provided by the testing guidelines.

2. Parents are informed about the goals of the Transitional Bilingual program, Free Standing ESL program and the Dual Language program during the ELL Parent Orientation meeting by viewing the ELL Orientation Video in Chinese. 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 instructions 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.

3. After the initial Parent Orientation, the ESL Coordinator will follow up with classroom teachers to collect the outstanding Parent Selection forms. The ESL coordinator will be responsible to maintain a copy of all letters such as: Entitled, Non-Entitled, Continued Entitled etc., master check-list and update it regularly, to ensure that all correspondence with ELLs' parents and compliance concerns for them are distributed and collected in a timely manner. All letters to parents are sent out in English, Chinese or Spanish. Reports, List of ELLs and ELL files are kept by the ESL Coordinator and copies are given to Principal each year in ESL binder.

Early on in the school year, ELLs' parents all receive a letter from the school informing them of their child's ELL status for the new school year. The first group of letters is sent to the newly identified ELLs and to those students who are not entitled to ESL service. The next group of letters is sent to parents' of continuing ELLs, those who no longer are entitled for service because they passed the NYSESLAT in the Spring with a copy of the NYSESLAT Parent Report.

A week before the school's Parent-Teacher conferences in November and March, the ESL Coordinator will reach out again to all ELLs' parents who did not return selection forms. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences to help them get information and to complete the necessary forms.

4. All meetings are conducted in both English and Chinese and a Spanish translator is available when needed. The ESL team and our Parent Coordinator are always part of the Orientation Meetings and can help with Chinese translations. All materials and DVD presented are translated into multiple languages. Parents request are always honored to the best of our abilities.

5. Based on recent data and Parent Surveys and Program Selection, the programs we offer at our school are aligned with our parents' request. Over half of new ELL parents' have selected to have ESL services or Self-Contained classes, so we added a self-contained ESL class in grade K and 5. We have transitional bilingual classes in both lower and upper grades and four push-in/pull-out ESL teachers who provide small group instruction for our ELLs in our general educational classes that meet parents' request.

6. We will continue to give out Parent Surveys in September to our New ELLs and we will review the selection sheet and present results to our SLT team for discussions. The ESL team reviews all the NYSESLAT data when we get them from the State and shared our finding with the Principal, SLT team and the classroom teachers during the grade professional meetings. Parent Letters are sent, in the early October informing Parents about their child's status as an ELL based on the results of the NYSESLAT and current LAB-R.

## Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1				1								3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	1	1								6
<b>Push-In</b>	4	4	5	5	5	2								25
<b>Total</b>	6	6	6	6	6	4	0	0	0	0	0	0	0	34

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	381	Newcomers (ELLs receiving service 0-3 years)	344	Special Education	16
SIFE		ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	51									51
Dual Language	0									0
ESL	293	0	4	37	0	7	0	0	0	330
<b>Total</b>	<b>344</b>	<b>0</b>	<b>4</b>	<b>37</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>381</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	21	14				16								51
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>21</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>51</b>						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1		1	2									6
Chinese	45	50	76	71	47	35								324
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	47	51	76	72	49	35	0	0	0	0	0	0	0	330

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Our 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 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 Pupil Personnel Team together with teachers and our principal have been instrumental in matching the available services with the at-risk students' needs.

We implement the TC Reading and Writing Workshop model to teach reading and writing. Teachers use the reading workshop to instruct students and they also incorporate components of the balanced literacy approach, which include independent reading, guided reading, shared reading and read aloud to teach reading. 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. The ESL Team participated in all TC workshops training in school as well as at Teacher's College. We also attend weekly grade meetings to discuss and share vocabulary development and other ESL strategies to help ELLs with our colleagues we work with on the grade.

The school's program is 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.

In creating a flexible and supportive environment that educates those students with an IEP together with those without an IEP, we have six 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- 2 and grades 3 - 5. We are committed to creating high quality and innovative instructional designs for

## A. Programming and Scheduling Information

all students, those who are special education students and those who are general education students.

2. Our staff makes many consideration and adjustment in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. In September after reviewing the NYSESLAT data and the results, new LAB-R scores, The ESL Team determines the number of required hours needed by our ELLs not being served in TBE/ Self-Contained classrooms. We meet with the classroom teachers we serve and work out our schedule to work with the ELLs in their classroom. We plan to meet the guidelines stated in the NYS CR Part 154 Mandated Number of Unit of Support for ELLs, Grade K-8. The ESL teachers strive to provide services to all eligible students. 360 minutes a week [push-in or pull-out 6-7 periods a week] are provided to students at the beginning and intermediate levels and 180 minutes a week [push-in or pull-out 4 times a week for a period] to students at the advance level of proficiency. For each of our program models, we follow the guidelines to deliver the instructional minutes as per CRPart 154

3. 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.

Our programs has been tailored to meet the specific needs of our ELLs. We have three Chinese bilingual classes with Chinese bilingual certified teachers , four ESL certified teachers in self-contain classes, and 4 certified ESL teachers that provide push-in and pull-out services for small groups of students who need extra assistance. A full-time Chinese bilingual parent coordinator, 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.

Our beginner and intermedaite ELLs are encouraged to use their native language to scafflod their learning. They are encouraged to write in their native language and in English. They have many different partnership with peers who are proficient in English to help support language acquisition. Bilingual and ESI classroom have an array of bilingual text to support all levels or readers. Chinese and English books on tape and portable cassest players were purchased for bilingual and ESL classes throught the school.

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 Chinese 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 chinese native language arts and for the advanced level students, 45 minutes daily of chinese 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 ELLs 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 are provided by ourESL team.

4. We have bilingual teachers , a bilingual parent coordnator, bilingual SPI team members to ensure they are evaluated properly. The ELLs in the Bilingual Class takes the Chinese Reading Test every May [formal assessment] and the teacher use informal assessment through out the school year.

5. We differentiate our instruction for ELL subgroup as folllows:

a. Newcomer students are served with the intension of giving them langage skills they need to function successfully in their community and school. They will be placed with English -speaking peers in age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivationas well as support from peers.

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

## A. Programming and Scheduling Information

Since many newcomers arrive with little to no English in any of the four language skill areas, they will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing BICS [Basic Interpersonal

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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**Courses Taught in Languages Other than English **

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

Math:

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

The entire staff included paraprofessionals, guidance counselors, psychologist, occupation/physical therapist, speech therapist and parent coordinator. Our school secretaries and the SPI Team also attend district wide workshops and Webinars through out the school year.

1. 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

As well, beginning this past September, and in keeping with departmental requirements, we implemented the Danielson Framework of study. This framework allows us, as a staff, to work together in assessing the way in which we teach all learners but is especially useful for our ELLs. Teachers are observed or co-taught with, are left with a written document identifying strengths and needs, and frequently debriefed. Due to our high number of ELLs we opted to begin by focusing on the Questioning rubric. We discussed appropriate questioning as a whole, but drilled further to look at which questions best support our ELLs at their stage of acquisition. For example, an Beginning or Preproduction ELL might be mostly silent or use gestures. Questioning prompts such as 'Watch me as I \_\_\_\_\_. Now you try it. -with gestures', or 'Listen to how I say this, now you say it' will engage the student. Early Intermediate students are best supported with questions that use the skill of compare and contrast, role-playing, and describing, and so on moving up the continuum toward short phrases and non-complex sentence structure responses. Danielson allows us to compartmentalize supports.

2. The Chinese Bilingual Parent Coordinator works together with our Spanish guidance counselor to expedite Middle school articulation. They have a series of workshps for parents about the process and she takes the fifth grade ELLs to visit the variujos middle school in the selection process. Fifth grade teachers and the guidance counselor help students complete their middle school applications and they accompany the students to visit potential Middle Schools in the neighborhood. All parents are welcome to attend. All correspondence is translated to Chinese.

3. Teacher are sent a memo in the beginning of the school year notifying them that they are required to complete 7.5 hours of ELL training. Once they have completed the hours ,they must give the ESL coordinator the proof in writing and it is kept on file in the room. The school will have a few in-house workshops during the school year as well as several choices at Teacher's College to address ELL concerns. that will count toward the required ESL hours.

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## E. Parental Involvement

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

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1. 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 2011–2012 school year to teach parents about school resources, policies and programs, to explain the NYS standards and assessments and the school's expectation

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We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players. They are also invited to all performances. These performances incorporate music, visuals arts and dance to enhance the students' understanding and appreciation of their culture and heritage. These performances include; Band, chorus, NDI and monthly assemblies.

2. 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.

3. We used surveys and general meeting to get feedback about activities that occur in school. When reviewed the surveys collected by the SLT, it indicated that our parents wanted more information about the instructional program at the school. We created a monthly goals for reading, writing, social studies math and science to be distributed in both English and Chinese to help educate our parents and provide them with prompt to help their child at home.

4. Here is a clear example of how our parent activity effects the needs of our parents. Based on the 2011 school survey last year, parents wanted more involvement with the school, so we created Family Friday to address this concern. Parents are invited to come in Friday morning to sit in on their child's lesson any Friday morning. It has been very successful. To keep parent's more informed we send home Monthly school goals for Reading, Writing, Mathematic and Science and include tips for parent on how to help their children. at home.

This is our tentative Parent Workshops for 2011-2012:

Month	Topic
September 2011	K-5 Parent Orientation, ELL Parent Orientations
October 2011	K-5 Math Mornings for parents, Middle School Tour for Grade 5
November 2011	K-5 Writing Morning for parents, ELL Parent Orientation during P/T conferences
December 2011	Middle School Information Session, Holiday Assembly, Title III Orientation
January 2012	How To Help You Child Succeed In School Workshop
February 2012	Parent Workshop for NYS ELA, Mathematic Tests
March 2012	ELL Orientation during P/T Conferences
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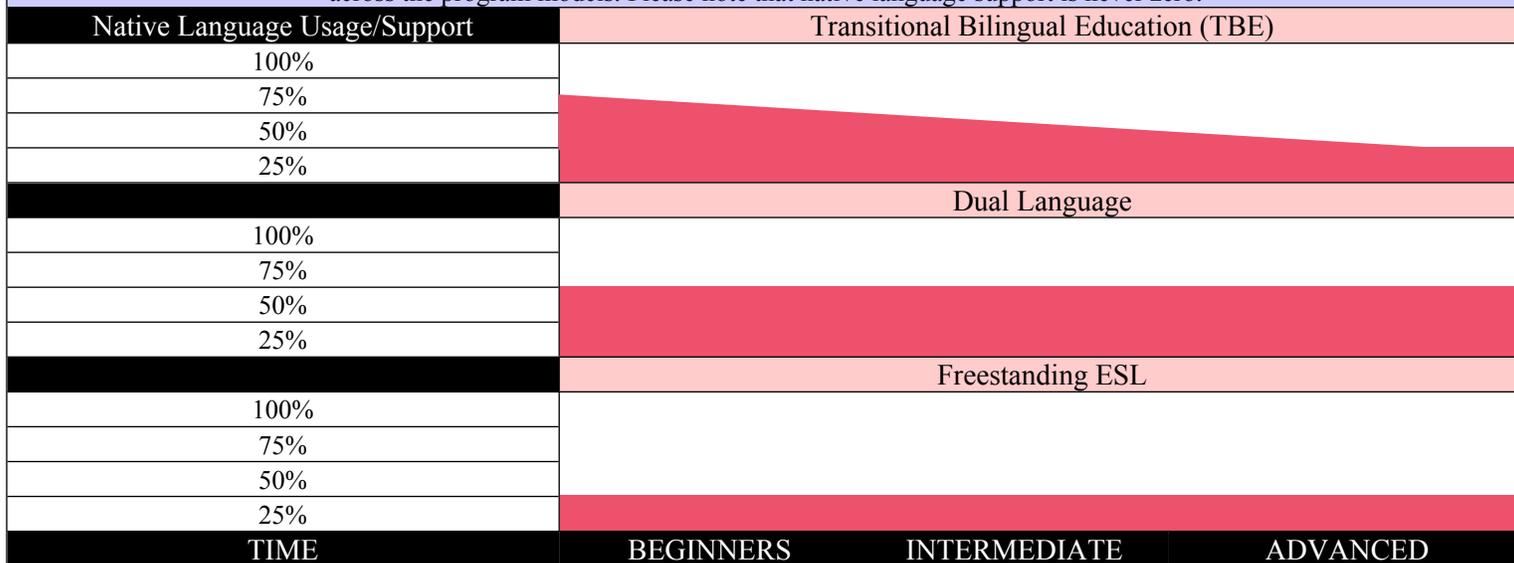
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

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12. The school offers all ELLs equal access to all school programs during and afterschool. The school also offers the following supplemental services for the ELLs: We provide the students with several after school programs throughout the year: Title III Book Making project [Title III funds], Weekend Academy, ELA /Math after-school test prep [Title I Parent Involvement], and various after-school clubs [cooking, sport and arts] TLFSF fund and PTA donations. All invitations will be sent out in their native language [ Chinese/Spanish].

13. We have all kinds of instructional materials in the bilingual and ESL classrooms.as well as the ESL Resource room for all our ELLs to use. Each Bilingual classroom have bilingual books to support the reading and writing workshop models implemented in the school [Achieve 3000, classroom videos, charts, songs , bilingual books on tapes and CD, guided reading books, bilingual books of various genres etc...]

14. We use native language to support understanding, to preview or review content lessons and as a scaffold to clarify topics In our ESL classes , the native language is used to scaffold understanding and when the scaffold is not needed it is removed. All correspondence with parents is in their native language and English.

15 Yes, we do provide required service support and resources that match the grade level and needs of our ELLs.

16. 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

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

- 8.. The school provides several intervention programs for ELLs in ELA and Math:  
ELLs are invited to participate in extended day three days a week for 37 minutes., ELA/Math Test Prep- 2 days a week after-school., AIS teachers pull them out for individual or small group work during the day and they participate in Title III Book Making project- 2 days a week after-school.
9. As ELLs in our school reach their proficiency by passing the NYSESLAT they continue to get extra attention in order to ensure academic success. Advanced students will participate in buddy reading with younger ELLs. They will continue to be invited to ELA and Math test preparation throughout the school year. All Former ELLs will continue to have the same testing accommodations as regular ELLs for up to two years after passing the NYSESLAT for transitional support. They are invited to participate in all after-school programs if needed.
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13. We have all kinds of instructional materials in the bilingual and ESL classrooms.as well as the ESL Resource room for all our ELLs to use. Each Bilingual classroom have bilingual books to support the reading and writing workshop models implemented in the school  
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## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

The entire staff included parprofessionals, guidance counselors, psychologist, occupation/physical therapist, speech therapist and parent coordinator. Our school secretaries and the SPI Team also attend district wide workshops and Webinars through out the school year.

### 1. 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

As well, beginning this past September, and in keeping with departmental requirements, we implemented the Danielson Framework of study. This framework allows us, as a staff, to work together in assessing the way in which we teach all learners but is especially useful for our ELLs. Teachers are observed or co-taught with, are left with a written document identifying strengths and needs, and frequently debriefed. Due to our high number of ELLs we opted to begin by focusing on the Questioning rubric. We discussed appropriate questioning as a whole, but drilled further to look at which questions best support our ELLs at their stage of acquisition. For example, an Beginning or Preproduction ELL might be mostly silent or use gestures. Questioning prompts such as 'Watch me as I \_\_\_\_\_. Now you try it. -with gestures', or 'Listen to how I say this, now you say it' will engage the student. Early Intermediate students are best supported with questions that use the skill of compare and contrast, role-playing, and describing, and so on moving up the continuum toward short phrases and non-complex sentence structure responses. Danielson allows us to compartmentalize supports.

2. The Chinese Bilingual Parent Coordinator works together with our Spanish guidance counselor to expedite Middle school articulation. They have a series of workhps for parents about the process and she takes the fifth grade ELLs to visit the variujos middle school in the selection process. Fifth grade teachers and the guidance counselor help students complete their middle school applications and they accompany the students to visit potential Middle Schools in the neighborhood. All parents are welcome to attend. All correspondence is translated to Chinese.

3. Teacher are sent a memo in the beginning of the school year notifying them that they are required to complete 7.5 hours of ELL training. Once they have completed the hours ,they must give the ESL coordinator the proof in writing and it is kept on file in the room. The school will have a few in-house workshops during the school year as well as several choices at Teacher's College to address ELL concerns. that will count toward the required ESL hours.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. 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 2011-2012 school year to teach

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We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players. They are also invited to all performances. These performances incorporate music, visuals arts and dance to enhance the students' understanding and appreciation of their culture and heritage. These performances include; Band, chorus, NDI and monthly assemblies.

2. 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.

3. We used surveys and general meeting to get feedback about activities that occur in school. When reviewed the surveys collected by the SLT, it indicated that our parents wanted more information about the instructional program at the school. We created a monthly goals for reading, writing, social studies math and science to be distributed in both English and Chinese to help educate our parents and provide them with prompt to help their child at home.

4. Here is a clear example of how our parent activity effects the needs of our parents. Based on the 2011 school survey last year, parents wanted more involvement with the school, so we created Family Friday to address this concern. Parents are invited to come in Friday morning to sit in on their child's lesson any Friday morning. It has been very successful. To keep parent's more informed we send home Monthly school goals for Reading, Writing, Mathematic and Science and include tips for parent on how to help their children. at home.

This is our tentative Parent Workshops for 2011-2012:

Month	Topic
September 2011	K-5 Parent Orientation, ELL Parent Orientations
October 2011	K-5 Math Mornings for parents, Middle School Tour for Grade 5
November 2011	K-5 Writing Morning for parents, ELL Parent Orientation during P/T conferences
December 2011	Middle School Information Session, Holiday Assembly, Title III Orientation
January 2012	How To Help You Child Succeed In School Workshop
February 2012	Parent Workshop for NYS ELA, Mathematic Tests
March 2012	ELL Orientation during P/T Conferences
April 2012	NYSESLAT information session
May 2012	Parent Workshop for Science Test, Title III Celebration
June 2012	NDI year-end performances [AM,PM], Science Fair, New-Comer Orientation, PS 2 Talent Show

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# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	49	5	3		1									58
Intermediate(I)	6		1		1	3								11
Advanced (A)	13													13
Total	68	5	4	0	2	3	0	0	0	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	3	8	2	4							
	I		24	7	2	3	6							
	A		6	47	7	2	11							
	P													
READING/ WRITING	B		12	0	8	3	2							
	I		9	0	10	10	4							
	A		5	5	30	22	16							
	P		2	9	10	7	15							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	24	13	0	50
4	5	20	27	0	52
5	19	9	1	0	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		14		38		4		61
4	2		6		18		36		62

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		5		22		17		46
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		9		43		9		63
8									0
NYSAA Bilingual Spe Ed									0

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

**Native Language Tests**

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

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We used the TC assessments for reading and writing ,running records, teacher observations and notes to assess our early students literacy skills.

2/3. After reviewing the 2010 NYSESLAT data, 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: 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

The trend for the last two years also show us that in grades K and 1 most of the students are beginners and some intermediate ELLs .When they reach the second grade the majority of the free standing ELLs become advance ELLs. When they move up to the third grade a handful drop back to intermedaite ELLs while the rest remain advance ELLs with gains some speaking modality In the fourth grade, the intermediate ELLs become advance ELLs with gains in the writing modality,while the numbers of proficent ELLs increase. In the fifth grade, we notice there the intermediate ELLs are the student who have transferred from the bilingual classes. Our bilinguals ELLs score the lowest in the speaking and writing modalities.

Looking at the pattern across the four modalities, the school made significant 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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Meyer London

**School DBN:** 02M002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brett Gustafson	Principal		1/1/01

**School Name: Meyer London****School DBN: 02M002****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bessie Ng	Assistant Principal		1/1/01
Vera Chang	Parent Coordinator		1/1/01
Janice Lee	ESL Teacher		1/1/01
Yan Mei Long	Parent		1/1/01
Tracey Adler	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elizabeth Rodriguez	Coach		1/1/01
	Coach		1/1/01
Sandra Reina	Guidance Counselor		1/1/01
Ada Cordova	Network Leader		1/1/01
Jia Wang	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M002      **School Name:** Meyer London

**Cluster:** 2      **Network:** 206

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

**Part A: Needs Assessment Findings**

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

When registering any new student the parents complete a home language survey. On our survey we identify those parents that prefer information about the school in a different language. Since P.S. 2 is in Manhattan's Chinatown, 80% of our parents/guardians prefer communication in Chinese.

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.

Since P.S. 2 is in Manhattan's Chinatown, 80% of our parents/guardians prefer communication in Chinese. 20% prefer English. All P.S. 2 documents contain English and Chinese versions.

## 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.

P.S. 2 will provide all documents in English and Chinese. Our parent coordinator and Pre-K family worker will do all translations. These in-house translators will complete all translations in a timely manner.

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.

The school provides oral translation in Chinese and Spanish whenever necessary. For the majority of the year in-house translation by our parent coordinator and family worker translate day-to-day parent-school interaction. On parent teacher conferences we utilize and outside contractor (Legal Interpretation Services) and community volunteers provided by The Giving Circle.

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 will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

P.S. 2's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

P.S. 2 does not have 10% primary language that is neither English nor a covered language.  
The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 2 Meyer London	DBN:
Cluster Leader:	Network Leader: Ada Cordova
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 English Language Learners with a comprehensive curriculum for this after-school program. We will hire 11 certified ESL/Bilingual teachers at the current per session rate plus fringes @\$50.00 per hours for 35 sessions to work with 150 ELLs in grades three, four and five. The students will meet twice a week from November 2011 through May 2012 for a total of nineteen weeks. The Title III program will be divided into two cycles.

In Cycle 1, we will focus on our "Book Making Project" to help the beginners and intermediate ELLs in grades three - five develop their language through a genre study in literature [fairy tales or folktales]. Students will be using professional written stories as mentor texts, they will be fully immersed in the creative process of book making where ample opportunities are provided to read, listen, write and discuss various fairy tales/ folktales. Students will be working in small groups with a teacher to practice listening, speaking, reading and writing skills utilizing Teacher Colleges' workshop model. The student will keep a notebook about their reflections and what they have learned. The rationale is to immerse ELLs in an environment rich in English with books, technology and qualified teachers to support ELLs' language acquisition.

Our Advanced 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 the student's literacy skills. This program will help us address the needs of our ELLs by improving their reading skills, by increasing comprehension, building vocabulary and improving writing through high interest non-fiction articles that are motivating and relevant to the non-fiction unit of study.

The web-based writing center has a variety of activities for students to use such as: graphic organizers, maps and prompts that will help students become more familiar with the structures, features and language that is particular to their unit on study. This reading program will help our ELLs to achieve the goals and 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.

This program will also help the school address our technology goal in our CEP. The teachers will be providing more access to technology and integrating it into the curriculum.

In Cycle 2, we will focus on NYSESLAT test prep to help the students become familiar with the format of the test and review some test taking strategies. This cycle will meet on Monday and Wednesday from 3:30pm to 4:30pm for the month of April and ending on May 2, 2012.

Our culminating event will be a series of sharing of student made books and magazines about what they

## Part B: Direct Instruction Supplemental Program Information

have learned throughout the year with Title III after-school program. We will invite their peers, families and teachers to celebrate their books and projects.

Research has shown that students achieve higher reading comprehension when they have greater access to literature. Moreover, increased free and voluntary reading correlates with increased comprehension [Krashen, 1993; McQuillan, 1997]. Krashen also concluded that ELLs are more successful when they read more English [1993]. The Book Making Project supports this scientifically based research by increasing free and voluntary reading, which is supported by our lending library and books on tapes and cds. This project will enable :

\* Students will meet 2 hours a week for 19 weeks of small group instruction.

\* Students to borrow books on tape/cds, tape players to hear standard English, syntax and pronunciation at home with parents.

\* ESL Strategies specially designed to expedite language learning- teacher guided reading/writing / discussing and listening activities will be used to meet student's language needs.

\* Students will produce individual books, anthologies or big books to be shared with family and friends and to be kept in school library

\* All students will have the opportunity to use computer technology, camcorders, digital cameras, as tools for research and creating books and projects.

Supplemental instructional materials, including fairy tale books and a variety of non-fiction articles, book-making supplies will be provided

\* Qualitative assessment will include teacher observations, classroom teacher feedback, parent feedback, student writing samples, student reading response samples, student self and peer evaluations, student-produced project and books, running records, NYSESLAT scores and data reports from Achieve 3000.

## Part C: Professional Development

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

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

Begin description here:

This year's Title III group of teachers will continue to focus on developing the vocabulary for our

### Part C: Professional Development

advance ELLs in grades 4-5, by focusing on the NYS Common Core Language Standard #5d-distinguishing Shades of Meaning in verbs and adjectives. to help them improve their comprehension skills in reading and writing. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by ESL Coordinator for the duration of this Title III Program. Teachers will also turn-key relevant TC workshop notes that will help our ELLs and exemplify best teaching practice. Our study group of Title III teachers will use the book "Reading, Writing and Learning in ESL" by Peregoy and Boyle to study the relationship between language acquisition and literacy development. [To be purchased] Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: "Learning to Learn in a Second Language" and "Scaffolding Language, Scaffolding Learning" by Paula Gibbons to study sections of the text to continue to use it as reference. Professional Writing such as "When Kids Can't Read" by Kyleen Beers and "Thinking Through Genres" by Heather Lattimer will also be references in the course of study. At the end of the study the team will compile a list of ESL strategies that can be used by monolingual teachers in content area of study 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.

### Part D: Parental Engagement Activities

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

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

Begin description here: PS 2 will conduct similar parent involvement activity as in last year's proposal. This will be the 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 all ELL parents by sending home letters and invitation in English, Chinese and Spanish. They will also participate in a year-end celebration of their children's work. All workshops will have Chinese and Spanish translator to help parents understand their rights.

This is our tentative Parent Workshops for 2011-2012

September 2011 K-5 Parent Orientation by grade, ELL Parent Orientations

October 2011 K-5 Math Mornings for parents, Middle School Tour for Grade 5

November 2011 K-5 Writing Morning for parents, ELL Parent Orientation during P/T conferences

**Part D: Parental Engagement Activities**

December 2011	Middle School Information Session, Holiday Assembly, Title III Orientation
January 2012	How To Help You Child Succeed In School Workshop
February 2012	Science Orientation
March 2012	ELL Orientation during P/T Conferences, Parent Workshops for ELA, Math Tests
April 2012	NYSESLAT information session
May 2012	Parent Workshop for Science Test, Title III Celebration
June 2012	New –Comer Orientation, PS 2 Talent, Show, Science Celebration
Sept. '11-June '12	Every Friday morning

**Part E: Budget**

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

Allocation Amount: \$49,132.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$41,550. [perssion and professional development session]	11 teachers X 35 days X 1.5 persession hours  11 teachers X 23 PD.hours
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$3,467	Class library books on tape/cd box of assorted markers[1] I-Pad 2-[1] blank books \$100 X 10 classes rechargeable batteries for flip notebooks [100] USB drives [20]
Educational Software (Object Code 199)	\$3,915.	Kidbiz software
Travel	NA	NA

**Part E: Budget**

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

Allocation Amount: \$49,132.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$200	Parent Involvement
<b>TOTAL</b>	\$49,132	