



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

**PRINCIPAL:** BESSIE NG INTERIM ACTING

**EMAIL:** [BNG2@SCHOOLS.NYC.GOV](mailto:BNG2@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
Bessie Ng	*Principal or Designee	
Catherine Holleran	*UFT Chapter Leader or Designee	
Maggie Chin	*PA/PTA President or Designated Co-President	
Mary G. Ng	DC 37 Representative, if applicable	
Janice Lee	Assistant principal or designee	
Rebecca Dass	Member/Teacher	
Terrence Sumner	Member/Teacher	
Doris Moreira-Douek	Member/Parent	
Arthur Yee	Member/Parent	
Lisa Tong	Member/Parent	
Michael Vargas	Member/Parent	
Anna Tong	Member/Parent	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

- By June 2013, all classroom teachers will have had 4 informal observations by the principal and/or assistant principal using the Danielson Framework as measured by written feedback.

### **Comprehensive needs assessment**

- We will continue the work that was started to foster teacher development as per the citywide instructional expectations which are becoming standardized across the city. The frequent cycles of formative classroom observations, feedback, and professional development will support improved teacher practice. Our teachers will know what effective teaching looks like based on Charlotte Danielson's rubrics which give us a shared language to discuss what's working, what needs to be improved, and know which actions to take to improve their practice.

### **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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### Activity #1

Professional development (PD): PD will be given on the following topics: competency goals of framework; looking at the rubrics from ineffective to highly effective and see the criteria for student and teacher actions that evidence each rating. When areas of need are identified, the literacy coach will help with modeling or set up inter class visitations to observe colleagues who have strengths in that area. We will encourage peer support and provide common planning time for the teachers to collaborate with one another.

Target population: teaching staff: all classroom teachers including cluster teachers

Responsible staff members: Principal, literacy coach ( only observes those she works with but will be available for all staff) achievement coach, network leader, assistant principal

Implementation time: September 2012 through June 2013: administration attending grade meetings on a monthly basis, administration meeting with grade leaders on a monthly basis, quarterly visits into classrooms for informal observations and feedback (not to be filed) received within 3 days of all observations. PD on the first Tuesday of each month for our administrative meetings.

#### Activity #2

In addition to the informal observations; the administration will have 3 formal observations with the untenured teachers. This will include a pre observation discussing the lesson plan, the observation and then a post observation followed by a formal write up. The written feedback will be used for conversations about the instruction observed.

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

- Describe the strategies and activities in your school's title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Discussion with the parent members of the School Leadership Team and their constituents about the results of the School Surveys regarding how parents feel about: teacher expectations of the students, parent expectations for enrichment programs and their opinions about the quality of the teacher/s will help all to understand the needs and work towards teacher improvement.

- The Parent Coordinator 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 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;

The school will 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. We translate all critical school documents and provide interpretation during meetings and events as needed.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Other funding for this action plan is included in TL FSF for teachers' and administrative salaries.

**Service and program coordination**

- Title I money will be used to pay for sub coverage of classes, when teachers sign up or are recommended for professional development workshops
- Our fulltime literacy coach will work with new teachers and those that request or show a need for modeling and coaching. We will also have teachers observe a colleague in an identified area of need.

## 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**

- By June 2013, all classroom teachers will have aligned their math curriculum to the Common Core standards and have had professional development to improve teaching practices. The results will be measured by formal and informal feedback provided by supervisors in the school.

### **Comprehensive needs assessment**

- This is needed to meet the citywide instructional expectations since our present Investigations Curriculum is not fully aligned to the Common Core.

### **Instructional strategies/activities**

#### **Activity #1**

##### Professional development:

PD will be given in September on the following: content emphases in the standards for each grade level; Metamorphosis Math Coach will come in to provide 3 sessions per grade with planning, co teaching and debriefing for each session. Lab sites per grade will be identified and all teachers on the grade will be expected to also plan before the group planning, observing the co teaching and then debriefing to discuss implementation, challenges and points to take away for their own lessons. First cycle for grades 3 & 4, cycle two for grades 2 & 5, cycle 3 for grades K&1.

Target populations: every classroom teacher for grades K-5

Responsible Staff Members: one teacher per grade to be coached with her/his class as the lab site; every teacher in grades K-5, Metamorphosis coach, principal

Implementation timeline: October 2012-May 2013

#### **Activity #2**

##### Professional development:

Aligning TERC math units to Common Core with PS 2 staff member (math lead) who also works with Nikki Newton, planning units aligning to common core by using other resources to supplement our current curriculum, teachers going to Nikki Newton workshops provided by the CFN.

Target populations: classroom teachers for grades 3-5, then K-2; every classroom teacher from K-5

Responsible Staff Members: math lead

Implementation timeline: January – February 2013 for grades 3-5 with 3 planning days of 2 double periods each , March –May for grades K-2 with 3 planning days of double periods each

#### **Activity #3**

##### Professional development:

Grade meetings to discuss aligned math units and performance tasks aligned to the common core, individual conferences, informal and formal observations

Target populations: K-5 classroom teachers

Responsible Staff Members: Math lead, supervisors

Implementation timeline: September 2012 through June 2013: administration attending grade meetings on a monthly basis, administration meeting with grade leaders on a monthly basis, quarterly visits into classrooms for informal observations and feedback (not to be filed) received within 3 days of all observations. Formal observations for untenured teachers in the spring. PD on the first Tuesday of each month for our administrative meetings.

**Strategies to increase parental involvement**

- Describe the strategies and activities in your school’s title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Parent members of the School Leadership Team, were consulted and asked to survey their members for additional input and understanding of the math curriculum. They will bring back questions, concerns.
  - To increase and improve parent involvement and school quality, our school will invite parents to a scheduled double period of Family Friday in which teachers will give a math lesson so that the parents can see a lesson and watch as students working independently or in groups.
  - 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. She and a staff member will conduct parent workshops to provide understanding educational accountability grade-level math curriculum and assessment expectations, ; 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;

The school will 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. We translate all critical school documents and provide interpretation during meetings and events as needed.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: NYSTL funding is used to buy the math books. SWP money is used to pay for the Metamorphosis Coach, and subs to cover classes while teachers are at the in-house PD. Other funding for this action plan is included in TL FSF for teachers’ and administrative salaries.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Children First Network has provided math PD with Nikki Newton and covering the cost of the substitute teachers.
- Our fulltime literacy coach will work with new teachers and those that request or show a need for modeling and coaching.
- Teachers coming back from the PD will turn key the information with those on their grade.

### **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**

- By June 2013, students who are not academically performing on grade level in grades K-5 will have been given Tier 1, Tier 2 and possibly Tier 3 interventions before being referred to Pupil Personnel Team (PPT) which could result in an IEP for the child and/or placement in a special education setting.

#### **Comprehensive needs assessment**

- Many students were being brought before the PPT because the students were not performing on grade level. Teachers thought the students were possible special ed referrals because teachers did not know how to identify the specific areas of weakness.

#### **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,
  - b) staff and other resources used to implement these strategies/activities
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
  - d) timeline for implementation.

#### **Activity #1**

- Professional Development: from the Principal, RTI team, DOE and Office of English Language Learners(ELLs) on: the RTI initiative, Identifying the interventions of the 3 TIERS and school wide implementation
- Target Populations: Students in K-5 who are not performing on grade level
- Responsible Staff Members: All teaching staff including the paras who will have assigned students to target specific skills
- Implementation timeline: September 2012-January 2013 researching and turnkey of information of RTI, January –March Extended Time unfolding of RTI for identified students based on their area of greatest need with the teaching staff and assigned paras; March – June re-evaluation of student performances in targeted areas, June planning for new year implementation

#### **Activity #2**

- Professional Development: Foundations training for K then 1<sup>st</sup> grade teachers and respective support staff,
- Target Populations: all students in K & 1 and those in grades 2-5 who need work with decoding
- Responsible Staff Members: All K & 1 teachers including bilingual, ESL teachers from grades 2-5
- Implementation timeline: October for K Foundations training, January for 1<sup>st</sup> grade Foundations training, September 2012-January 2013 researching and turnkey of information of RTI, January –May; teachers using Foundations in classes; extended time in K for students needing more help; 1<sup>st</sup> grade students extended time in area of greatest need.

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

- To increase and improve parent involvement and school quality, our school will: send out translated newsletters to inform the parents about the new RTI initiatives and how that will help students in the specific areas of need. For students who are invited to the new extended day targeted groups, parents will receive updates of their children's progress and suggestions of how to provide support at home. Communication with parents will be regular and continuous.

- The school will 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. We translate all critical school documents and provide interpretation during meetings and events as needed.

**Budget and resources alignment**

- Indicate your school’s Title I status: x School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy      x   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

SWP money will be used to pay for substitute teachers when staff go to RTI workshops.  
 FSF and SWP pays for the Literacy Coach’s salary.  
 SWP pays for the per session work of the RTI team.  
 SETSS teacher paid with Title I SWP, FSF, Arra Rttt Citywide Expectations

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our RTI team meets during the school day on Tuesdays, and after school on a day that is convenient for the team. Some items on the agenda include: providing PD for the staff, putting together handouts to support the work, coordinating the new groupings for our extended time, gathering resources for staff to use

Teachers going to DOE RTI meetings return and turnkey this information with the staff and particularly those on the grade.

Our Special Education Team Teacher Support (SETTS) teacher uses many of different TIER interventions with students that she serves; these include students who live in temporary housing.

SETTS teacher goes to the grade meetings every 6 weeks, pushes in to classes as support for students

PPT team meets every other week to address the students brought before the team; teachers are required to bring results of the Tiered interventions used.

## **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**

- Students will improve their reading comprehension by five percentage points on the New York State ELA by May of 2013.

### **Comprehensive needs assessment**

Based on the 2012 NYS ELA test, only 59.4% of students in grades 3, 4, 5, scored at level 3 or level 4 which is on or above grade level  
One area that students struggle with is in understanding and synthesizing nonfiction texts.

### **Instructional strategies/activities**

#### Activity #1

- Professional Development: by literacy coach and principal, Teachers'College (TC) staff for revision of TC units to cover, teaching nonfiction through other curriculum areas
- Target populations: teachers of all testing grades
- Responsible Staff Members: Principal, literacy coach, grade leaders, TC coaches at workshops; ESL coordinator
- Instructional strategies: to study the data from May 2012 test scores, and find areas of weakness and commonalities that can be addressed, scoring the new baseline assessments to understand the rubrics for the new test; teachers going out of the building for TC workshops will turnkey information learned to those on the grade at weekly grade meetings; Also to be discussed are units and pacing of lessons as follows:
- Implementation timeline:  
September : studying a reading life  
October;-November following characters into meaning: envision, predict, synthesize and infer  
December-non -fiction reading: expository, narrative and hybrid nonfiction  
January-February; book clubs; historical fiction  
March –April: thematic text sets; test prep  
May –June; reading for real, social issues

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

To increase and improve parent involvement the Parent Coordinator or a dedicated staff person will conduct parent workshops on literacy, and the NYS ELA tests. Included in the workshop will be a power point to show parents examples of test questions and its format. Suggestions will be given as to how parents can support their children; particularly to bring them to the library to borrow books to read. We translate all critical school documents and provide interpretation during meetings and events as needed.

- This will help to build parents' capacity to help their children at home and stress the importance of reading to build stamina on a daily basis. Suggestions for parents would include discussing what the students are reading, being an example with the younger students by reading with them and creating a quiet environment to help with concentration when reading.
- Meetings provide opportunities for parents to 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;

**Budget and resources alignment**

- Indicate your school's Title I status: x School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      x   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

SWP money to pay teachers for extended day test prep, test prep books.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under No Child Left Behind (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Classroom teachers will have the afterschool extended day program for test prep
- Title III afterschool program will target these skills with our ELLs from grades 3, 4, 5
- AIS teacher will work with students from the testing grades; pushing in to classrooms and pulling students out for small group work targeting skills that are needed.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services (AIS). These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading Recovery Extra time Extended School Day AIS reading	Small group 1:1 Small group Small group Small group	During the school day During the school day After school After school During the school day
Mathematics	Extra time Extended school day AIS math	Small group Small group Small group	After school After school During the school day
Science	Extra time	Small group	After school
Social Studies	Extra time	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance/counseling School psychologist Social worker At Risk health related services: airways training	Individual/small group Individual Individual Small group	During the school day During the school day During the school day During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### Recruitment

- Perusing resumes to find highly qualified teachers who have qualifications that match our schools goals: familiarity with Teacher's College reading and writing work, collaborative, management skills, experience working with ELLS, seeks PD.
- After the interview, we ask the candidate for a demo lesson; in the post observation, we seek one who is reflective and honest about the lesson.

#### Retention

- Providing support through Literacy coach, meeting with a mentor, weekly meetings on the grade, meeting with the administrators

#### Assignments

- Based on work/student teaching experience on the grade

#### Support

- The coach will make visits and offer PD in areas of need, request
- PD through Teacher's College staff developers, bringing in math PD through Metamorphosis
- Sending teachers out to PD opportunities and they in turn type up notes to share with colleagues on the grade
- Informal observations using Danielson Framework, for areas analysis and recommendations
- Formal observations with pre and post observation meetings
- In house PD based on needs and new initiatives
- Interclass visitations to see areas of focus/need

## **PARENT INVOLVEMENT POLICY**

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, PS 2M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

Our school's 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.

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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee.
- maintain a Parent Coordinator and a Pre K family worker to serve as a liaison between the school and families. The Parent Coordinator and Pre K family 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 program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- having Family Fridays in which parents/guardians are invited into their child's classroom for a period
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly calendar of events to keep parents informed about school activities

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [i](#).

## Part I: School ELL Profile

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

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 [i](#)

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 [i](#)

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 sheets 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 findings 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<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
SIFE		ELLs receiving service 4-6 years	37
		Special Education	16
		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- 2nd 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 acqisition. 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 follllows:

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 acqisition opportunities and extrinsic motivationas well as support from peers.

## 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 Communication Skills] and CALP [Cognitive Academic Language Proficiency]. Literacy and language development will take place through student participation in the reading and writing workshop in class as well as further more specialized instruction afterschool in Title III program. They will also participate in all after-school programs and clubs [ELA/Math Test Prep]

b.. Our primary focus for 4-6 years ELLs will be to develop CALP so they can achieve mastery of reading, writing skills for application in the academic content areas.. We will focus on the Common Core Language Standard #5 -distinguishing Shade of Meaning among verbs and closely related adjectives. Some ELLs may receive one to one instruction for academic support, specific for grade and content. Some of our fourth grade ELLs and most of the fifth grade ELL participate in an on-line Reading program called Achieve 3000 to help them with reading comprehension 3 times a week during extended day and in Title III for a period and they also have access at home as well.

c- SIFE student instructional approach will vary for these students depending on factors such as native language and the level of native language skills. In addition to small group academic intervention and after-school programs, we plan to include teaching grade level content with varied levels of scaffolding. These students will be partnered with English-speaking peers to provide motivation, support and language acquisition opportunities. We will continue to focus on vocabulary acquisitions by distinguishing Shades of Meaning and content reading

d. ELLs with IEPs may be placed in either an inclusion class or a self contained classroom. This group will receive individualized instruction from their classroom teacher, 4 para-professional and ESL staff as prescribed by their IEP.

6. Some of the instructional strategies employed for our ELL population are as follows: Students are pre-exposed to text that will be used for classroom instruction. Typed text from books are sent home the evening before for pre-reading. We identify Tier II words (or Tier III for content area) prior to reading. Vocabulary words with an accompanying picture are displayed and practiced. Words that are both a noun and a verb are depicted both ways. Another strategy is to pair ELLs with English speakers during talk points throughout the lesson. Beginning or Preproduction ELLs are grouped with a native language speaker and an English speaker so that conversation is flowing in both languages. We employ many routines-enhancers around the room like color coding all books red for science or using pictures with the identifying word for 'what you need for reading workshop'. Teachers implement the 'I do, now you do' teaching method for modeling what we expect. Once the teacher demos, the student tries it out before being expected to act independently. We listen for words they know and structure sentences around those words. For example, a child that would like to use the bathroom might simply say, "Bathroom". The teacher will respond, "Would you like to use the bathroom?" Students are partnered with same-language 'check-in' students when they have a question to clarify expectations. Teachers also use a great many gestures and acting-it-out strategies throughout the day to demonstrate vocabulary, storylines, or expectations. Pre-assessments prior to units are implemented so that teachers have an entry point into where this child currently is as a learner. We implement Words Their Way: ELL versions 1-4, Teacher's College Units written for the ELL population, several strategies from Connecting Content and Academic Language for English Language Learners by Swinney, Learning to Learn by Gibbons, and Balancing Reading and Language Learning: A Resource for Teaching ELLs by Cappellini. Our special education teachers have all received Wilson training and use the program with those children who need them which includes our ELL-SWD group. Our ESL also push-in and pull-out small groups in ELLs-SWD in our CTT and Self-Contain classes. To ensure that ELL-SWDs receive all services mandated on their IEP's, we have weekly PPT meetings as well as monthly special education meetings to discuss their concerns and progress. Their teachers receive professional development from Goldmanshaur and Rutherford & Associate.

7. Transitional students just arriving from their native countries are placed in a bilingual classroom. They are eventually moved into general education classrooms at different points throughout the year as they are deemed ready. We also have a class per grade taught by an ESL trained instructor. ESL teachers use a push-in model so as not to remove the ELL from the classroom thereby creating less disruption to the routine and to their learning. In support of the ESL teachers, all teachers are trained in methods designed to help them be more successful teachers for their ELLs through professional development days, Teacher's College workshops, staff developers who come to the school and help teachers analyze student work, specialty and leadership courses across the year, etc. In an effort to build capacity across the school, teachers who have attended these workshops are required to type-up their notes and disseminate them to the staff so that all teachers have access to what they have learned. The ESL team has been included in TC in house trainings, TC workshop sessions and shared planning time with cooperating teachers and weekly PPT and special education meetings so that we can help meet the diverse needs

## A. Programming and Scheduling Information

of our ELL-SWD within the least restrictive environments in school.

Teachers also group students by their Stage of Language Acquisition and take them in small groups throughout the day. Students also receive graphic organizers breaking the required task into more manageable parts. For example, if the teaching point is, "Describe the main character's strengths and how they help him/her solve the big problem," an ELL student might have a section with a picture defining 'strenth', then a section asking them to choose from a list of two or three possible strengths and apply it to their character, then find the problem in the book, and finally find how it was solved.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

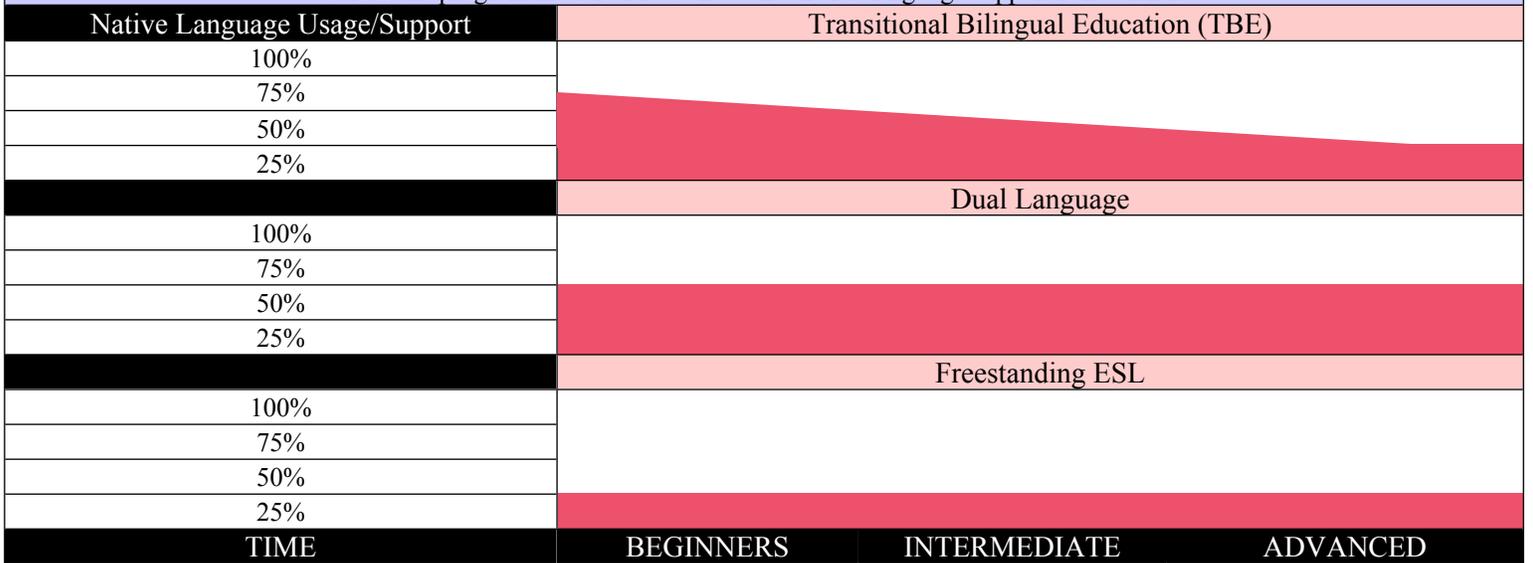
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <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.

## 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.
10. We would like to expand the use of Achieve 3000 web- based reading comprehension program in the fifth grade to be used during and after-school. We are hoping this differentiated reading program will help ELLs improve reading and comprehension. We would like to have teachers with ELLs use the Achieve 3000 program as a Shared Reading tool for nonfiction unit with their classes.
11. We will discontinue the Achieve 3000 web-based program from our third grade ELLs because their reading levels are too low to use the program.
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 participate in our Extended School Day Test Prep, Title III Extended day, Saturday Academies that focus on reading, writing and language development

17. We do not have a Dual Language Program at PS2. We do not have any language electives to offer our ELLs

### **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 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.

## 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 parents about school resources, policies and programs, to explain the NYS standards and assessments and the school’s expectation regarding students’ attaining standards. Workshops (with Chinese translation) are included: Curriculum Morning, ELL Parent Orientations, Family Math morning, Homework Help, NYS ELA, NYS Math and NYSESLAT information meetings.

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  
June 2012

Parent Workshop for Science Test, Title III Celebration  
NDI year-end performances [AM,PM ], Science Fair, New-Comer Orientation, PS 2 Talent Show

## 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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	5		14		38		4		61
4	2		6		18		36		62
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 tend 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 classroom teachers and plan their curriculum and focus on the language needs of the students. Classroom teachers can use various ESL methodologies, and ESL teachers can infuse more literacy strategies in language instruction.

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

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

For our ELLs, who have received 4-more years of ESL services, we will focus on developing their language acquisition 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.

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

6. We will evaluate the success of our program by reviewing the students' formal as well as informal data collected by their teachers that will include: TC assessments, performance predictives, NYSESLAT and Achieve 3000 data

### **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

<b>School Name: <u>Meyer London</u></b>		<b>School DBN: <u>02M002</u></b>	
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
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

**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)
	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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: PS 2

DBN: 02M002

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 11

# of certified ESL/Bilingual teachers: 8

# of content area teachers: 3

## 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:

According to a study by the National Assessment of Educational Process [NAEP] found that 44% of a representative sample of the nation's fourth graders were low in fluency. The study also found a close relationship between fluency and comprehension. Students who scored low on fluency also scored low on comprehension. Other studies indicated that a readers theater program can effectively enhance reading fluency, and subsequently comprehension. That is why we have chosen to use the Readers' Theater scripts as mentor texts. Students will be fully immersed in the process of reading plays, role-playing and studying the genre of fairy tales and fables. They will have ample opportunities to read, listen, write and discuss this genre of study. The rationale is to immerse our ELLs in an environment rich in English with books, technology and qualified teachers to support language acquisition.

We will align the Title III after-school program to the ESL Standard 2: Students will listen, speak, read and write English for literary response, enjoyment and expression. We will also align and focus on the CCSS Language Standards K-5: Vocabulary Acquisition #4- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades three- four's reading and content, choosing flexibility from the range of strategies and #5- Demonstrate understanding of word relationships and nuances in word meaning to help our ELLs.

Our NYSESLAT data indicates that there is a greater need for our ELLs in grades three and five [beginners] to work on their listening and speaking domains. The data for our intermediate and advanced ELLs in grades four and five indicates that work is needed in their reading and writing domains. We believe the Reader's Theater will add fun, interest and purpose during reading time after school. It helps students build confidence, fluency through repeated reading practice and a variety of comprehension skills. Reader's Theater has been found as a best practice for motivating struggling readers as well [Rasinski, 1999].

PS 2 will continue our Title III After-school Project with slight modifications. We will use the Readers' Theater program and Vocabulary Improvement Program for beginners or intermediate ELLs in grades 3 and 4. Advanced ELLs in grades 4 and 5 will continue to use the Achieve 3000/Kidbiz software program. We will hire 11 certified ESL/Bilingual teachers at the current per session rate plus fringe @\$50.00 per hour for 20 weeks to work with 150 ELLs in grades three, four and five. The students will meet twice a week from November 2012 through May 2013. The Title III program will be divided into two cycles.

In Cycle 1, we will focus on language development for the beginners and intermediate ELLs in grades three - five by introducing them to Readers' Theater scripts to help them develop English language proficiency by immersion in the fairy tale study. Students will have an opportunity to work in small groups with teachers to build self-confidence through theater games, story telling, creative movements and improvisational exercises. The students will keep a notebook about their reflections and what they have learned. At the end of the program, the students will have a chance to create/adapt and perform

## Part B: Direct Instruction Supplemental Program Information

their version of a play. Parents, teachers and friends will be invited to the Title III Celebration.

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 of 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. 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 continue to meet on Monday and Wednesday from 3:30pm to 4:30pm for the month of April and ending on May 2013.

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; Mc Quillan, 1997]. Krashen also concluded that ELLs are more successful when they read more English [1993]. Components of our program :

\* Students will meet 2 hours a week for 20 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 perform or adapt a play from their genre study or produce class big books to be shared with family and friends during our Title III Celebration

\* 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 Readers' Theater kits, fairy tale books and book-making supplies will be provided.

\* Qualitative assessment will include teacher observations, classroom teacher feedback, pretest and on-going vocabulary assessment from Vocabulary Program, student writing samples, student reading response samples, student self and peer evaluations, student-produced projects and class books,

## Part B: Direct Instruction Supplemental Program Information

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:

We will purchase, study and implement a researched based vocabulary program designed to enrich the vocabulary of our students by utilizing a combination of strategies focusing on the different aspects of vocabulary knowledge-word definition, recognizing word in context, awareness of the multiple meaning of words, and word associations. The Vocabulary Improvement Program for ELLs and Their Classmates by T. Lively, D. August, M. Carlo and C. Snow utilizes the target vocabulary that is embedded in a series of Arnold Lobels Fables from the 4th grade curriculum. Each lesson follows a specific format, contains explicit instructions and a variety of word activities and games to help them get a deeper and richer understanding of words and how they work.

The ESL Coordinator will meet once a month, on-site with the study group focusing on ESL strategies for Beginner/ Intermediate ELLs and studying the program 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. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students.

At the end of the study, the team will compile some activities focusing on vocabulary development for other fables to share with our general education teachers. This will help scaffold instruction for ELLs within their classes. General education teachers will be invited to participate in the Professional Development to help build capacity at PS2.

We will continue to utilize the two recommended texts in the LAP box: "Learning to Learn in a Second

### Part C: Professional Development

Language" and " Scaffolding Language, Scaffolding Learning" by Paula Gibbons to study sections of the text to continue to use it as a 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.

### 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 activities 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 translators to help parents understand their rights.

This is our tentative Parent Workshops for 2012-2013

September 2012	K-5 Parent Orientation by grade, ELL Parent Orientations
October 2012	Science Orientation, Middle School Tour for Grade 5
November 2012	Middle School Information Session, P/T Confernces, Title III Orientation
December 2012	Effective Parenting/Discipline session, Holiday Assembly
January 2013	How To Help Your Child Succeed In School Workshop, Different Learning Styles
February 2013	NYS ELA Test Workshop, Science Fair Celebration

**Part D: Parental Engagement Activities**

March 2013	P/T Conferences, Parent Workshops for Math Tests
April 2013	NYSESLAT information session, Title III Celebration
May 2013	Parent Workshop for NYS Science Test, Title III Celebration
June 2013	New–Comer Orientation, Science Fair, 4th grade Parent workshop for Middle School
Sept.12-June 13	Family Friday Mornings and On-going new ELL Orientation every Friday mornings.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
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>		
Educational Software		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		