



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MEYER LONDON ELEMENTARY SCHOOL

DBN (i.e. 01M001): 02M002

Principal: BESSIE NG

Principal Email: BNG2@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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 J. Ng	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joanna Cohen	Member/ Assistant Principal	
Rebecca Dass	Member/ Teacher	
David Dobrow	Member/ Teacher	
Anna Tong	Member/ Parent	
Arthur Yee	Member/ Parent	
Doris Douek	Member/ Parent	
Michael Vargas	Member/ Parent	
Lisa Tong	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of students meeting grade-level standards in reading and writing will increase by 20% as measured by the New York State ELA test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The percentage of students in grades 3, 4, 5 who scored a level 3 or 4 on the 2013 NYS ELA test was 24.6% in grade 3; 40.2% in grade 4, and 40.4% in grade 5. In 2012, 47% of 3rd graders, 74% of 4th graders, and 58% of 5th graders scored at levels 3 or 4 on the NYS ELA. This significant drop in test scores from 2012 to 2013 suggests that our students are not fully prepared to meet the Common Core State Standards (CCSS) in literacy.

PS 2's September reading levels, as measured by the Fountas and Pinnell Benchmark Assessment System, were similarly low. Forty-one percent of 1st graders, 60% of 2nd graders, 80% of 3rd graders, 57% of 4th graders, and 36% of 5th graders scored at levels 3 and 4. This data suggests that our students steadily learn to read; however, as comprehension demands become more intense (in grades 4 and 5), our students' reading levels decline.

An analysis of PS 2's reading and writing units of study conducted in June 2013 indicated that inadequate attention is dedicated to reading and writing informational texts, that there is limited availability of complex texts for shared reading, and that high-level discussions of texts are not happening on a regular basis. Therefore, PS 2's literacy curriculum is not fully aligned to the instructional shifts required by the CCSS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students who are presently in grades 4 or 5, who scored a level 1 or 2 last year, have been identified, and placed into RTI subgroups for extended time. Data from teacher assessments and ELA reports were used to identify the area/s of need.
2. During Shared Reading, PS 2 teachers will design open-ended, text-based questions using the Institute for Learning's (IFL) patterned way of reading, writing, and talking. These strategies will extend to students' independent reading, as well as to writing.
 - Teachers will select increasingly complex texts for shared reading based on the new Common Core lexile measures.
 - Classes will spend four days reading the same text, moving from literal comprehension to questioning the text to interpretation to analysis. Students will be reading text, discussing text, and writing about text.
3. Teachers will employ expository writing strategies designed by Judith Hochman to increase sentence complexity, thereby improving students' ability to communicate through writing effectively.
4. Test prep afterschool sessions

B. Key personnel and other resources used to implement each strategy/activity

1. The RTI team oversees the extended day program where classroom teachers, out of classroom staff, and support personnel work with students based on the greatest areas of need in literacy.
2. PS 2's Literacy Coach, Elizabeth Rodriguez, 2nd grade teacher Lea Chiu, and 3rd grade ICT teacher Iliana Aguirre are attending five professional development sessions on IFL strategies and will turn key their learning to the entire staff through weekly grade meetings, modeling, and sharing of resources.
3. Several PS 2 teachers, including our Literacy Coach, SETSS teacher, and ESL teacher are attending four professional development sessions on using the Judith Hochman method for improving writing skills. These teachers are training their colleagues during weekly grade meetings.
4. Classroom teachers will invite students to afterschool test prep sessions

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Identified students with level 1 or level 2 scores in ELA are given pre-assessments and then grouped according to needs. Teachers meet with the RTI team to coordinate staffing and instructional groups. At the end of cycle 1 a post assessment is given and then based on the results, new groups are formed for cycle 2. Again, a pre-assessment will follow by a post assessment at the end of cycle 2.
2. By the March 2014 administration of Fountas and Pinnell running records, we expect to see 10% increase in students scoring at levels 3 and 4 in all grades.
3. Writing performance tasks will be administered and scored by March 2014. At that time, we expect that 50% of PS 2 students will meet grade-level benchmarks in

writing.

4. Analysis of test prep responses, scores and data to drive further instruction.

D. Timeline for implementation and completion including start and end dates

1. September/October 2013: Students' initial reading levels will be recorded using Fountas and Pinnell's Benchmark Assessment System. March 2014: Students mid-point running record results will be analyzed. October-December 2013: Struggling students (as identified by classroom assessments) will receive Tier 2 support during RTI cycle 1. January-April 2014: Struggling students (as identified by classroom and RTI assessments) will receive Tier 2 support during RTI cycle 2.
2. September 2013- April 2014: Identified personnel will attend Network-based PD on IFL strategies to address the instructional shifts in the CCSS. Identified staff will also attend Judith Hochman PD to address writing skills. Teachers will participate in regular "turnkey" professional learning sessions after colleagues attend PD sessions noted above
3. March 2014: Students' writing performance tasks will be scored and analyzed
4. March-April 2014: Struggling students will participate in additional after-school test preparation sessions 2x week.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. RTI team meets weekly for progress updates, concerns for the identified students, providing teacher resources
2. FL's Patterned Way of Reading, Writing, and Talking
 - Staff members will be provided with professional development sessions to learn this method
 - These staff members will instruct their colleagues in this method during weekly grade meetings
 - Teachers will have access to online resources to select complex texts aligned with the CCSS
 - During grade meetings, teachers will look at student work to identify evidence of this program's effectiveness
 - During formal and informal observations, administrators will be looking for evidence of this program in classrooms
3. Judith Hochman's Teaching Basic Writing Skills
 - Staff members will be provided with professional development sessions to learn this method
 - These staff members will instruct their colleagues in this method during weekly grade meetings
 - Teachers will be provided with Hochman's guide: *Teaching Basic Writing Skills*
 - During grade meetings, teachers will look at student work to identify evidence of this program's effectiveness
 - During formal and informal observations, administrators will look for evidence of this program's effectiveness
4. Teachers will sign up for per session time to teach the afterschool test prep sessions. Test prep resources and materials will be bought for the sessions. Ongoing: Administrators will constantly assess students' access to complex, informational texts and will use budget funds as necessary to purchase new materials

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be offered two key workshops:

- Building Your Child's Literacy Skills at Home
- Helping Your Child Prepare for the NYS ELA

Parents will also be invited into classrooms during monthly Family Fridays to observe literacy teaching methods.

Parents will be provided with the list of Reading Levels and what is on grade level so they know where their child's level is at.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The percentage of P.S. 2 students meeting grade-level standards in math will increase by 20% as measured by the New York State math test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The percentage of students in grades 3, 4, 5 who scored a level 3 or 4 on the 2013 NYS Math test was 60.5% in grade 3; 72% in grade 4, and 52% in grade 5. In 2012, 70% of 3rd graders, 91% of 4th graders, and 86% of 5th graders scored at levels 3 or 4 on the NYS ELA. This drop in test scores from 2012 to 2013 suggests that our students are not as prepared as they could be to meet the Common Core State Standards (CCSS) in math.

A comprehensive assessment of PS 2's math curriculum, *Investigations in Numbers, Data, and Space* indicated that it did not fully meet the needs of our students and was not fully aligned to the CCSS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All PS 2 staff will implement a new math curriculum, Math in Focus (MIF). PD will be brought in from MIF to a) understand the new curriculum as a whole and b) to understand as a grade the specifics of the curriculum.
2. Planning time will be given to each grade to look at the new curriculum, use key games from the Investigations curriculum to supplement the new curriculum and help teachers to transition between the 2 curriculums.
3. All students will be given grade level assessments which will indicate areas that the students will need more instruction and support in. The assessments of MIF will direct the teacher to the particular lessons that need to be taught or retaught for mastery. Students who are still struggling with mathematical concepts will be receiving Tier 2 support during RTI cycles. Pre and post assessments will be given for each cycle to monitor student progress.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff developers from Math in Focus will support all staff as they implement the new curriculum through PD sessions. Teachers will use the Math in Focus online technology package to implement interactive lessons on the Smart Board.
2. Grade representatives, will attend network-based PD with Nikki Newton to support staff in understanding what is needed to meet the CCSS in math. The representatives will provide notes and share at grade level meetings what was learned at the PD sessions. Afterschool per session time will be given to grades to meet and plan.
3. Teachers will be giving the unit assessments to their students and use the recommended lessons to provide support for the students that need extra support. Classroom teachers will recommend the lowest performing students in their classes for RTI Tier 2. These students will be grouped with a teacher who will focus on a particular skill of need.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1-Grade leaders will report back at the grade leaders' monthly meeting about the implementation of the new curriculum. The need for more PD or time for planning will be requested when needed.
- 2-Feedback about the network PD and its application to our curriculum will be discussed at the grade meetings. Responses to future opportunities will be indicators of its appropriateness. Continued planning to align units to the CCSS will be monitored by the administration.
- 3-Students will complete pre- and post-unit assessments for each Math in Focus unit. The results of these pre- and post-assessments will be analyzed during select teacher team meetings where they will be looking at student work. Students who need Tier 2 for extra support will be identified and grouped with those from other classes too. Pre and Post assessments will be used for each cycle to monitor each student's progress.

D. Timeline for implementation and completion including start and end dates

- 1-June 2013 All staff was provided a half day of PD from MIF to introduce the curriculum. MIF was then contracted for a full day of PD for each grade to plan the first unit and have an overview of the full curriculum.
- September 2013: All staff begins implementing new math curriculum, Math in Focus.

October –April: Staff will participate in four professional development sessions over the course of the school year with a Math in Focus staff developer. Before scheduling each session, the specifics of what each grade wants for the PD will be discussed so that is it specific to their needs.

2-October- December 2013: Select classroom teachers will participate in Network-based math professional development with Nicki Newton, where they will learn how to create math workstations in order to meet the needs of all learners. Math notes will be given out at teacher team meetings.

3-October-December 2013: MIF pre and post assessments will be used to identify areas of need. The assessments will also determine whether students are meeting grade level benchmarks. Struggling students will receive Tier 2 math support in RTI cycle 1, January-April 2014: Struggling students will receive Tier 2 math support in RTI cycle 2

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be provided with team meeting time weekly during their C6 period. Additional per session time is given for extended planning.
2. Teachers will be offered four professional development sessions with a Math in Focus staff developer; a substitute teacher will be provided for each teacher on that grade. Select teachers will be invited to attend Network-based professional development; a substitute teacher will be provided by the Network.
3. RTI team oversees the whole process, giving advice to the teacher teams, planning for instructional materials to be used, helping to coordinate the calendar for the cycles and collection of the pre and post assessments.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be offered two key workshops:

- Building Your Child's Math Skills at Home
- Helping Your Child Prepare for the NYS ELA and Math tests

Parents will also be invited into classrooms during monthly Family Fridays to observe math teaching methods.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

. By June 2014, 100% of teachers will study student work to make adjustments to the curriculum and align to the Common Core Standards in teacher teams as measured by administrator observations and agendas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Staff responses from the 2012-2013 Learning Survey indicated the following results: 84% of the staff agreed that teachers work together to improve their instructional practice. 90% of the staff used multiple forms of student achievement data to improve instructional practice.

According to the Citywide Instructional Expectations, schools should create systems to look for evidence of growth and gaps to make adjustments.

Yet, at our informal PPO, we realized that our common planning time of teachers on each grade needed to be redirected: now to be called Teacher Teams, meetings to change so that the primary focus would be to look at student work, to analyze areas of need, to drive future instruction and to continue alignment to the CC Standards for the best student outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Cabinet plans: To introduce the need to change our grade meetings to Teacher Teams, the cabinet met to plan this transition. We planned our next steps to inform our staff of the need to better structure the planning time of each grade and to make sure student work is looked at as this will directly impact instruction. We would give a suggested schedule to follow at the grade meetings. It would include; 1. Planning 10 minutes: where are we on the pacing calendar. 2. Student work assessment using unit rubric and CCSS 10 min. 3. Test complexity and meeting the CCSS 10 min. 4. New News.
2. Communication to the staff: We would share the results of an A on our School Report Card to affirm the good work that has been happening at the school but to remind everyone that the actual scores of the students were low and we would not be getting an A next year when we would be held to the new standards of the Common Core. This information would be presented at the October staff meeting.
3. Monitoring progress: At the end of Teacher Team meetings, the completed agenda will be submitted to the literacy coach who will keep it in a binder for all to see, especially the administrators. The cabinet will review the sheets on a bi weekly basis to look at what is discussed. There are bi weekly grade leaders meetings with the principal. At this time there will be opportunities for sharing of concerns and updates on how the teacher team meetings are going and what impact this makes on the teaching and planning.
4. Providing support to the Teacher Teams: The principal and assistant principal will make concerted efforts so that one of them will attend the grade meetings at least 2x a month. Throughout the year, teachers will have opportunities to attend CFN, OELL, workshops to engage them in a deeper understanding of developing student tasks aligned with CCLS and sharing with their colleagues.

B. Key personnel and other resources used to implement each strategy/activity

The Cabinet consists of the principal, assistant principal and full time literacy coach. The coach regularly attends grade meetings and will explain the new format for the meetings and the reason for this change.

2- Principal, assistant principal

3-Grade leaders, Coach, administrators

4- Grade leaders, Principal , Assistant principal, Literacy coach, Fay Pallen, Alexis Hoffman (Achievement Coach),

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Cabinet meets to discuss implementation changes. Grade leaders will meet with the principal to discuss how the new format for the Teacher Teams is coming along; planning staff PD for aligning curriculum; observations and feedback
2. Monthly staff meeting where questions and concerns are brought up; weekly PD provided to support aligning curriculum
3. Monitoring progress: submitted minutes are reviewed, cabinet meets to discuss progress of Teacher Team meetings and the new format; Evidence of aligning the curriculum to the CCSS in pacing calendar and lesson plans. Administration will go to at least 2 of their Teacher Team meetings
4. Scheduling to provide time for Teacher Teams to meet; the cabinet looks at pre and post assessments, looks at student work presented and notes on what was changed or modified.

D. Timeline for implementation and completion including start and end dates

1. September to June, weekly cabinet meetings; bimonthly grade leaders' meetings with the principal
2. Monthly staff meetings for PD, weekly extended time for PD to include: curriculum planning to align with CCSS, Effective the end of November 2013, weekly grade meetings of Teacher Teams; By June 2014, we will have 25 sets of TT minutes to examine, with a copy of the student work attached, with notes of work to be revisited or adjusted
3. Starting the last week of November, all Teacher Team meetings will follow the new format with the agenda and attendance submitted by the grade leader to the Literacy coach.
4. Teacher Teams meet weekly as their common planning time (C6). Twice a month, the principal or assistant principal will attend the TT meetings to address or answer

concerns, observe the meetings. As per grade request, there is planning time for teachers to revise units of study

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Set schedule so Cabinet meets regularly; agenda kept
2. Agenda for monthly staff meetings; weekly PD sessions for curriculum alignment
3. Teachers will be provided with team meeting time weekly during their C6 period
4. Extra planning time will be provided as per TT; either with mass preps using; per session after school planning or during the Monday extended time period when administration has not scheduled it for staff PD.
5. Select teachers will be invited to attend Network-based professional development; a substitute teacher will be provided

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are notified of their child's progress through assessments sent home.
Parents are called by the teacher or parent coordinator if there is a need to inform the parent of the child's progress that is not being addressed.
Afterschool programs in PS 2 collaborate with classroom teachers about the child's work or area of need to be addressed when doing homework
Parent meetings are arranged
Parent workshops are given by the parent coordinator on skills and expectations per grade and the new Common Core Standards
Monthly PTA meetings are held in which all new items regarding student learning, funds to be used for the school, children are voted on
Free English speaking classes are offered by Golden Horizon 2x a week at P.S.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III	xx	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 30% of P.S. 2 students will improve by one English language proficiency level as measured by the NYSESLAT.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2011-2012 school year, 40% of PS 2's English language learners (ELLs) improved by at least one proficiency level on the NYSESLAT. However, in the 2012-2013 school year, only 23% of PS 2 students improved by one proficiency level. The 2013 NYSESLAT was aligned to the Common Core State Standards (CCSS), and as noted in CEP Goal #1, PS 2's literacy curriculum was not fully aligned to the CCSS, leading to significantly reduced pass rates on the NYS ELA. For that same reason, PS 2's ELLs did not improve their English language proficiency as measured by the NYSESLAT in 2013. In order to achieve this goal, PS 2's literacy curriculum will be revised as noted in goal #1. In addition, we will provide targeted support to ELLs as described below.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Foundations for K-2 classes; whole class for Kindergarten; and small groups for 1st and 2nd grade
2. Tony Stead's curriculum: Explorations in Nonfiction Writing units of study are being piloted in all our ESL/bilingual classes. ESL and bilingual classroom teachers are implementing strategies in this curriculum to increase the volume and types on non-fiction writing these strategies will be woven throughout existing reading and

writing units to improve students' expressive language skills

3. Title III Enrichment Program; Achieve 3000; Reader's Theatre; Beginner and intermediate ELLs will be improving oral language, vocabulary and reading fluency through Reader's Theater groups; Advanced ELLs will be working on KidBiz/achieve3000 to improve their reading comprehension
4. School day small group instruction; All ELLs at PS 2 will continue to get school day, small group intensive support through push-in/pull out program or in their self-contained ESL classes. These groups will use such strategies as guided reading, shared reading, interactive writing, and text talk to build students' literacy skills
5. NYSESLAT test prep Using test preparation materials that are newly aligned to the CCSS, all PS 2 ELLs will participate in intensive test prep in the weeks prior to the administration of the NYSESLAT.

B. Key personnel and other resources used to implement each strategy/activity

1. Foundations-Kindergarten, first and second grade teachers received all day training sessions by the DOE staff developer, Dorothy Self. She then came in to model lessons, observe each teacher giving a lesson and provided feedback for support. Our SETSS teacher and trained ESL teacher will provide continued support to teachers as needed. Materials were ordered for teachers and students to support the program.
2. Tony Stead's Explorations in Nonfiction Writing-all classroom-based ESL and bilingual teachers will be implementing this curriculum and have received the materials for it. These teachers are participating in an inquiry group that meets regularly to study the efficacy of these writing strategies and make adjustments as needed for their students.
3. Title III Enrichment Program-The ELL coordinator is organizing the Title III program. Participating teachers receive training in Reader's Theater and Achieve 3000/Kidbiz. Participating teachers meet weekly for PD around working with ELLs. They all receive the required materials such as laptops, scripts, and I pads. There is a culminating event in which the students invite their families to their Reader's Theatre "productions". Classes also visit one another to share their productions too. Teachers receive a progress report for the students who use the Achieve 3000 which includes the time students access the program at home too.
4. Our team of 3 ESL teachers has schedules to push in and pull out students to meet the mandates; there are an additional 5 ESL teachers who have self-contained ESL classes, one on each grade.
5. NYSESLAT test prep-using test preparation materials that are newly aligned to the CCSS, all PS 2 ELLs will participate in becoming familiar with test formats and be prepared prior to the weeks of administration of the test.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. K-2 teachers will incorporate Foundations into their weekly schedule so that all students will have the continuity from class to class and grade to grade in the phonics/spelling program
2. Tony Stead's Exploration in Nonfiction Writing- Teachers implementing Stead's strategies will be meeting regularly as an inquiry group to look at student work and assess the curriculum's effectiveness. At the mid-point of the school year, teachers will expect to see 30% of their ELLs advance one or two levels in the writing performance tasks.
3. 3. Title III Enrichment Program-At the mid-point of the school year, students participating in Reader's Theatre groups will have improved in oral expression and reading fluency as assessed by the Title III teacher and classroom teacher.
4. ESL teachers who push in and pull out students confer with their classroom teachers about the students' progress
5. Using information from the tests, teachers will adjust their lessons to work on areas that students are weak in.

D. Timeline for implementation and completion including start and end dates

1. September –June: Implementation of Foundations in grades K-2 and in grade 3 as needed particularly for the newcomers.
2. September to June: nonfiction writing units will be part of the curriculum
3. November to June: Title III afterschool program begins 2x a week; Achieve 3000 is also used in the 5th grade classrooms during the day;
4. September to June: students are serviced by ESL teachers in push in and /or pull out models; with guided reading; writing lessons. October 2013 student's first reading level will be used as the baseline; December 2013 will be used for the next set of reading levels to see what growth there is

5. March to May: NYSESLAT test prep																								
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity																								
<ol style="list-style-type: none"> 1. Teachers in grades K, 1, 2 will be given all day training sessions, subs will cover their classes on those days; when Dorothy Self comes in to observe the teachers, again, subs will cover the classes. 2. Lead teachers will give PD to the ESL staff about the Tony Stead units, afterschool time to be given for Inquiry work; per session is available as needed 3. Staff to teach Title III, after school PD led by the ESL coordinator; 4. Classroom teachers, ESL and RTI support personnel will analyze data from formal tests (i.e., NYSESLAT, TC Assessments, NYS ELA exam) to plan for 5. Differentiated instruction and small group intervention. Targeted ESL students engaged in small groups with direct instructions and purposeful learning tasks using Leveled Literacy Intervention kits. ESL teachers will explain components of NYSESLAT to classroom teachers (during grade meetings) as well as provide ELL students with overview of NYSESLAT type questions. 																								
<u>Strategies to Increase Parental Involvement</u>																								
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).																								
Parents are invited to: Grade curriculum meetings, parent teacher conferences, monthly PTA meetings and are represented at the School Leadership meetings. All parents of ELLs attend a beginning of the school year orientation outlining ELL services and supports. Title III parents are invited to the mid-year celebration to see the Reader's Theatre performances.																								
<u>Budget and Resource Alignment</u>																								
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.																								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 5%;">x</th> <th style="width: 20%;">Tax Levy</th> <th style="width: 20%;">Title IA</th> <th style="width: 20%;">Title IIA</th> <th style="width: 5%;">x</th> <th style="width: 20%;">Title III</th> <th style="width: 10%;">Set Aside</th> <th style="width: 10%;">Grants</th> </tr> </thead> <tbody> <tr> <td colspan="8" style="padding: 5px;">List any additional fund sources your school is using to support the instructional goal below.</td> </tr> <tr> <td colspan="8" style="height: 20px;"></td> </tr> </tbody> </table>	x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants	List any additional fund sources your school is using to support the instructional goal below.															
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Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Recovery Foundations Basic Writing Skills Achieve 3000 Treasures Grammar Great Leap; Quick Reads	One to one Whole class; small group; one to one Whole class; small group; one to one Individual Whole class; small group; one to one Small group; one to one	During the school day in cycles During the school day; extended time During the school day; extended time School day; extended time; afterschool During the school day; extended time During the school day; extended time
Mathematics	Fast Math Number Talks	Small group; individual; push in; pull out Whole class; small group	Extended time afterschool During the school day;
Science	Modifying curriculum; use of technology	Small group; translation	During the school day
Social Studies	Modifying curriculum; use of technology	Small group;	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Full time & 3 days guidance counselors, Social worker School psychologist Paraprofessional SETSS teacher Full time & 3 days Speech teachers OT & PT providers	One to one;small group; push in One on one One on one 1:1 small group; push in small group; push in; 1:1; bilingual 1:1	During the school day During the school day During the school day During the school day During the school day; extended time During the school day During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

All Title I Schools

Highly Qualified Teachers (HQT)

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

Administrators peruse resumes and also get input from staff regarding promising student teachers. Candidates are invited to come in for an interview before the administration with selected teachers on the grade of the vacancy. A select group of questions are asked in the following categories: 1-Knowledge or familiarity of Teacher's College reading and writing curriculum; and the workshop model. 2-Knowledge of TERC math curriculum and Math in Focus; 3-Classroom management techniques that candidates feel will be helpful or has seen to be helpful 4-Examples of collaboration with colleagues and how that has helped or seen as helpful, noting that we are a very collaborative school where teachers on each grade work very closely together. 5-We ask about how the candidate will plan to communicate with parents, when, how and in what situations. We also ask the candidate for some adjectives to describe themselves. This has been helpful for all to see what attributes the candidate feels she/he has. The committee debriefs about the candidate and then decides if we should move forward with a demo lesson.

We set up a class of students for the lesson and require a lesson plan prior to the lesson. We meet with the candidate about the planned lesson and then take notes throughout the lesson. The interviewing teachers can watch the lesson but it is the administrators who give feedback and make the decisions about the lesson. During the reflection by the candidate, we look to see if the reflection is accurate about the objective being met and what the next steps would be. We also watch to see the management of the students, pacing of the lesson and overall presence of the teacher in the room.

When a teacher is hired, the teachers on the grade are quick to make contact with the new teacher. A new teacher meeting is set up with the principal to provide support, supplies and a PS 2 handbook of procedures, protocols and schedules. The full time literacy coach extends herself to provide the pacing calendar and sets up times to meet and provide support. These supports include: modeling lessons, setting up interclass visits in areas of interest or need. There is also ongoing PD in literacy & math that we have in house and those that are provided by the DOE or Network.

We will continue to provide quality professional development through grade-wide planning days; revising and refining our curriculum pacing calendar which is aligned with NYC and NYS standards; lesson studies in mathematics; inter-/intra school visits (Goldmansour, ICT); attending Children's Museum of the Arts, Museum of Chinese in America); and discussing strategies and curriculum planning in study groups

(ESL team, ICT team). With current staff, we strongly encourage and have them apply for professional development with OELL (Cluster 2, CFN 206), Special Education Behavior Management workshops, Goldmansour & Rutherford –ICT/Special Education Reform training– Literacy and Mathematics in order to ensure that they are enhancing their own teaching and learning skills

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.

x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The principal will go to the monthly Network meetings to bring back information to the staff or for implementing in the school. Some include areas of growth as a principal to meet the Citywide Initiatives. Teachers are made aware of PD opportunities by many sources: Network, Principal's Weekly, Office of Ells, and even other colleagues. Teachers can request permission to attend a workshop that they are interested in going to especially if it will help them meet their professional goal. They are also sent if they can represent their grade and then will turnkey that information to colleagues through notes and at Teacher Team meetings. Our literacy coach is going to a CCSS network based series of meetings and is presenting this information to the TT as she goes in to their meetings. A conscious effort is made to look at the standards and align lessons to it. In house PD is used to do this during our monthly time of staff PD.

Paraprofessionals have had PD with our SETSS teacher in ways to use materials and programs to work with small groups of students during the RTI afterschool time. There are also opportunities from the Network in helping paras know how to work with children and gives support for them as staff.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We keep an inventory of school supplies so that students that come to us from Temporary housing are given what they need for the classroom. We also make sure that one of the guidance counselors are in contact with the students to help with the transition and adjustment to a new school. We also look to see if the children have IEPs or for any support identified in their school records so that we can continue that support. If there is a need for more academic support, the children are invited to attend the extended time session for specific academic skills.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We have a neighboring pre-school which many incoming families are enrolled at and they bring these families to visit our Kindergarten program. Another visit involves helping the parents to register at the school. We set up a date in late June for all incoming K families to come in for an orientation which includes a tour, handouts of school expectations, suggestions of how to help their child be ready for school and a copy of the September calendar. In September, there are scheduled grade orientations in which all families on the grade have a group session of the specifics of Kindergarten students and then the families are invited to their child’s classroom for the teachers to give them the class orientation. If there are students who have IEPs the “Turning 5” children will have their records sent to the school and the IEP secretary and teacher will see that the needed supports are put into place.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We have an RTI team comprised of the principal, literacy coach, SETSS teacher, ESL, 2 special ed teachers and the assistant principal who meet to discuss programs that are suggested and/or recommended for use. We ask for advice from colleagues from other schools to see what the reviews are. This year, we bought the Fountas and Pinnell assessments to have a more standard based recommended MOSL programs. This was introduced at the beginning of the school year during a PD time. We had teachers on the grade share a set of materials so that they could support one another in starting this new series of books to use. After this, lead teachers who knew the program went into the grade meetings to show and demonstrate how to use the program and record the results. Teachers knew then who they could go to for support when needed.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy P.S. 2M

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S.2, 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 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-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. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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; learning English, Middle school application process
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family events such as Family Fridays;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a weekly calendar or school website designed to keep parents informed about school activities and student progress;
- providing notifications of special events and opportunities for families in the languages that they can understand.

P.S. 2 WILL TAKE THE FOLLOWING ACTIONS TO INVOLVE PARENTS IN THE JOINT DEVELOPMENT OF ITS SCHOOL PARENTAL INVOLVEMENT PLAN UNDER SECTION 1112 OF THE ESEA:

- MEET AND PLAN WITH PTA EXECUTIVE BOARD, SLT AND PARENT COORDINATOR ON A MONTHLY BASIS; HAVE MONTHLY PTA MEETINGS TO INFORM PARENTS/GUARDIANS OF MONTHLY EVENTS;
- INFORM PARENTS DURING GRADE ORIENTATION MEETINGS IN SEPTEMBER OF WAYS THEY CAN BE INVOLVED IN SCHOOL PLANNING AND FUNCTIONS THROUGHOUT THE YEAR AND HOW THEY CAN SUPPORT THEIR CLASSES;
- PROVIDE WORKSHOPS ON ACADEMIC, SOCIAL, HEALTH AND EMOTIONAL ISSUES THAT DIRECTLY AFFECT THE STUDENTS AND PARENTS WHO ARE PART OF OUR SCHOOL COMMUNITY; AND
- DISSEMINATE INFORMATION THROUGH THE MONTHLY CALENDAR, WEBSITE AND NUMEROUS HANDOUTS ON AN AS NEEDED BASIS.

P.S. 2 WILL TAKE THE FOLLOWING ACTIONS TO INVOLVE PARENTS IN THE PROCESS OF SCHOOL REVIEW AND IMPROVEMENT UNDER SECTION 1116 OF THE ESEA:

- INFORM AND REVIEW SCHOOL DATA AND RESULTS DURING-MONTHLY PTA GENERAL MEETINGS; DISCUSS PROTOCOLS AND PROCEDURES AT ORIENTATION MEETINGS HELD IN SEPTEMBER AND AT THE MONTHLY PTA MEETING WHEN *NECESSARY*.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Family Fridays, celebration events by the students such as: Holiday shows, NDI dance shows, Chinese New Year show, Spring Chorus, Spring Drama Show, Talent Show.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (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 Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 002
School Name Meyer London		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Bessie Ng	Assistant Principal Joanna Cohen
Coach Elizabeth Rodriguez	Coach type here
ESL Teacher Janice Lee	Guidance Counselor Sandra Reina
Teacher/Subject Area Tracey Adler/ ESL	Parent Maggie Chin
Teacher/Subject Area type here	Parent Coordinator Vera Chang
Related Service Provider Jia Wang/SPI	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers currently teaching in a bilingual program <small>not</small>	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <small>not</small> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	813	Total number of ELLs	383	ELLs as share of total student population (%)	47.11%
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Part II: 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): Mandarin
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	0	1	1	1								5
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	1	1	2	1	1	1								7
Push-In	1	1	1	1	1	1								6
Total	3	3	3	3	3	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	385	Newcomers (ELLs receiving service 0-3 years)	320	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	65	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	79			0						79
Dual Language	0			0						0
ESL	306			65						371
Total	385	0	0	65	0	0	0	0	0	450

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	19	25	0	13	6	14								77
SELECT ONE														0
SELECT ONE														0
TOTAL	19	25	0	13	6	14	0	77						

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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): <u>0</u>	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino:
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	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		1	3		1	1								6
Chinese	40	53	64	50	54	44								305
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	40	54	67	50	55	45	0	0	0	0	0	0	0	311

Part III: Assessment Analysis

Assessment Breakdown

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

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)	40	12	8	9	14									83

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	48	16	21	17	14									116
Advanced (A)	38	46	37	36	31									188
Total	126	74	66	62	59	0	0	0	0	0	0	0	0	387

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	19	7	0	46
4	14	23	3	0	40
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		14		25		7		50
4	3		12		27		7		49
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		33		9		54
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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	1	0	3	6				

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use the following assessment tools to assess the early literacy skills of our ELLs: LAB-R, Fountas and Pinnell Benchmark Assessment System, TCRWP assessments, and teacher's observations. We will use the data from these assessments to guide our instructional practices and make sure they are aligned to NYS Common Core Learning Standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing the 2013 NYSESLAT and LAB-R data, we found that the overall trends have been similar to our last two years with some slight difference as a result of the changes in the test. We continue to have a greater number of beginner ELLs in kindergarten and first grade. When our ELLs reach second grade, the majority of them in the free standing classes become advanced ELLs and remain advanced ELLs until they become proficient. Most of them make similar gains in their speaking, listening and reading modalities through grades 3-5 but continue to struggle with the writing modality. Our Bilingual ELLs usually score lower in the speaking and writing modalities.
Our current NYSESLAT data shows a significant decrease in the number of ELLs scoring proficient in grades 2-5. In the last two years we had at least 40 ELLs in grades 2-5 scoring proficient in the NYSESLAT. This year we had three on the first grade and four in the fifth grade which is very unusual for our school. We also had a greater number of ELLs scoring Level 1 and 2 on the ELA
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

There was no AMAO report this year but based on the data we reviewed from the R-LAT report to complete the overall NYSESLAT proficiency results. After reviewing this data we decided to focus on developing the non-fiction writing for our ELLs since that was where the needs were. The Bilingual and ESL teachers will work together by grades to do an inquiry study using Tony Stead's Non-fiction Units of Study to help us meet the needs of our students. We will continue to provide ELLs with programs that are aligned to the CCLS and offer them the necessary ESL and ELA and NLA instructions as needed. For the last two years our ELLs have met the AMAO.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In the Chinese Reading Test, most of the students who took the test scored in Q3 and Q4. In the Math and Science test, most ELLs scored in level 3 on both exams. They seemed to do better with the native language support.

We do not use the ELL Periodic Assessment. They do the same assessment as the general education students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Students are placed into Tier 2 groups based on skill. They are assessed at three or more points throughout the Tier 2 cycle. Teachers administer a pre, mid and post assessment. This data is then analyzed in addition to teacher observations. At the end of the cycle teachers complete a flowchart to help guide their decision making. The data and flowchart help determine if the student has made adequate progress. If a student has not made adequate progress he/she will continue in another cycle of Tier 2. If the student has made progress he/she will return to only receiving Tier 1.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All instructional decisions are made with a child's second language development in mind. Our teachers employ the following specific strategies, which we provide explicit professional development around (during whole-staff PDs and small-group inquiry sessions):

- previewing key vocabulary words in each lesson
- expliciting teaching academic vocabulary and sentence structure for expressive language activities -- speaking and writing
- developing background knowledge before introducing a new unit of study, as well as weaving in activities to develop content knowledge throughout units
- choosing instructional materials that align with students' levels of language acquisition

7. For dual language programs, answer the following:

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

We do not have dual language program

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

Each year, PS 2 reviews the New York State Accountability Report to ensure that our programs are successful and that our ELL students are meeting AYP. The latest available Accountability Report indicates that our ELL population did meet AYP in both ELA and Math. In addition, we evaluate our NYSESLAT scores and compare scores from year to year. NYSESLAT scores have generally shown that students are becoming Proficient in 1-3 years; however, last year, PS 2 students did not fare as well. We attribute this to the NYSESLAT's increased alignment with the CCLS, and the fact that our curriculum is not as aligned as it should be with the Common Core. As a result, all PS 2 staff are participating in additional professional development to align curriculum with the instructional shifts involved in the Common Core. We are investigating new curricula as well as ways to further align our existing curricula with the CCLS.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 pedagogue, an ESL teacher who speaks Chinese or Spanish, will conduct the interview process during registration.

During the school year, the ESL team's schedule is located in office with pupil accounting secretary. When new parents come to registrar, the ESL Coordinator or a team member will be contacted to help administer the HLIS which includes the informal interview in their native language to determine if child is eligible for LAB-R testing. If the child is eligible for testing, then the ESL team member [J. Lee, Y. Yang and T. Adler] will test 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 with in the first 10 days of child has been in school. A letter will be sent home to the parents in their native [Chinese/ Spanish] language to inform them that their child has been identified as an ELL and that they will be invited to attend an ELL Parent Orientation 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 to ask questions. We usually have our parent meetings in the morning right after they drop off their child. All letters and notices given to ELL 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. New ELL parents will be notified that they can come in any Family Friday morning to view Parent Video, and complete Parent Survey and Selection Form. Parents are also informed to go on DOE website in the parent section to view all videos and material in their native language. They are also told that if they do not return the Parent Selection form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

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.

During the ELL Parent Orientation, the parents will have the opportunity to view the DOE ELL Orientation Video in Chinese/Spanish, they are given the NYC Guide for Parents of ELLs and view a power-point presentation about how they can find help for their child in our school and on the DOE website. Parents are informed about the goals of the Transitional Bilingual program, Free Standing ESL program and the Dual Language program in their native language. There are bilingual teachers and a Parent Coordinator there to answer all their questions and concerns. We also give a brief overview of the goals of each program mentioned in the video. 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 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Early on in the school year, ELLs' parents all receive a letter in English and their native language 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 are 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.

All new ELL parents are invited to the first ELL Parent Orientation after the LAB-R testing has been completed. 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 maintain a copy of all letters such as: Entitled, Non-Entitled, Continued Entitlement letters. The ESL Coordinator also maintains a master check-list which is updated regularly, to ensure that all correspondence with ELLs' parents and compliance concerns for them are distributed and collected in a timely manner. All relevant reports, lists of ELLs, and ELL files are kept by the ESL Coordinator. The Principal keeps a copy in the ESL binder.

A week before the school's Parent-Teacher conferences in November and March, the ESL Coordinator will follow up with any ELLs' parents who did not return Parent Selection forms. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences in the morning and evening sessions to help them get information and to complete the necessary forms.

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL Coordinator is responsible for scheduling the NYSESLAT. The four subtests are administered as per the instruction provided by the testing guidelines. We also follow the NYS Testing Memo to ensure that we are following proper testing

procedures. All the teachers involved in the testing will receive NYSESLAT training prior to the tests. On the day of the actual test, the ESL coordinator distributes and collects the tests. PS 2 has a very large ELL population, so many of our the K-2 classroom teachers, Bilingual/ESL classroom teachers and ESL push -in teachers all participate in proctoring the Reading, Writing, and Listening parts of the NYSESLAT. The ESL team is responsible for the individual Speaking subtest. The team do not test their own students. All testing material are collected after each sub-tests and placed in a secure location until time for pick up. Transcribing any missing information and scoring the Writing subtest is the responsibility of the ESL team.

6. 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.) 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. [i](#)
- Based on recent data and Parent Surveys and Program Selection, the programs we offer at our school are aligned with our parents' request. The majority of our new ELL parents have selected to have more ESL services or Self -Contained ESL classes, so we added a self- contained ESL class on every grade K-5. We have transitional bilingual classes in grades K-5 and three push-in/pull-out ESL teachers who provide small group instruction for our ELLs in our general education classes. The ESL team reviews the Parent Survey and reports their findings to the Principal and the School Leadership Team at their monthly meeting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our students are grouped heterogeneously into general education classes, ESL or Bilingual classes as determined by NYSESLAT and LAB-R tests. We also have Intergrated Co-Teaching (ICT) classes serving students in kindergarten through grade 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 School-Based Support Team (SBST), along with the guidance counselor, staff and administration work closely together to intervene as early as possible through the channels of dialogue, referral and treatment implementation. Our school's SBST together with RTI Team and our principal have been instrumental in matching the available services with the at-risk students' needs.

We use 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 Reading and Writing Project methods. The students work on collecting writing ideas, drafting, revising, editing, and publishing.

We believe in the constructivist approach to teaching math, in which students investigate math concepts. We feel the use of manipulatives and math games are crucial to mathematical reasoning. Children learn through problem solving. We are using the Math in Focus program.

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 school workshops training in school as well as at Teachers College. We also attend weekly grade meetings to discuss and share vocabulary development and other ESL strategies to help 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.

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 provides 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 goal of our Free Standing ESL program is to provide instruction in English for our ELLs in each academic subject area using ESL methodology 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 NYSESLAT. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced level students, 180 minutes per week are provided by our ESL team.

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)?

When we get the NYSESLAT scores, the ESL team will meet and review the RLAT to determine compliance issues and scheduling services for all the ELLs in the school. They will work with classroom teachers to provide mandated ESL services. The team also reviews the RNMR Report to determine instructional implications for the ELLs and shares findings with classroom teachers during their professional periods early in the school year. 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. [We will not use this report this year because it is unavailable.] We use the RLAT report to determine the mandated numbers of instructional hours that are needed for our ELLs. Then the ESL teacher will work out the schedule with the classroom teachers to best serve their ELLs.

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 foster language development and meet the demands of the Common Core Learning Standards.

Push In Model-The ESL teacher works with the ELLs during content instruction in collaboration with classroom teacher to provide language acquisition and vocabulary support during lessons.

Pull Out Model- ELLs spend part of the day in small groups for English language acquisition focused instruction.

See above for Self-Contained Classes and TBE Classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our Bilingual classes in grades three-five are given the Chinese Reading test in May.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
During our Title III program, our teachers are required to include the four modalities into their lessons and they will do informal assesment throughout the program . During grade planning meeting we also will remind our the classroom teacher about the needs of our ELLs and turn keep information learned at the ELL meetings.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate our instruction for ELL subgroup as follows:

SIFE student instructional approach will vary for these students depending on factors such as the level of native language skills.

In

addition to academic intervention and after-school programs, we also teach 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 acquisition by distinguishing Shades of Meaning and focusing on content-area reading.

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

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 further more specialized instruction afterschool in Title III program They will also participate in all after-school programs and clubs [ELA/Math Test Prep].

Our primary focus for ELLs who have been receiving services for 4-6 years will be to develop CALP so they can achieve mastery of reading and writing skills for application in the academic content areas. We will focus on the Common Core Language Standard #5 -distinguishing Shades of Meaning among verbs and closely related adjectives. Some ELLs may receive one to one instruction

for academic support, specific to grade and content. Some of our fourth grade ELLs and most of the fifth grade ELL participate in an on-line Reading program called Kidbiz 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.

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, a paraprofessional and ESL staff as mandated in their IEP.

Our Former ELLs are invited to join clubs, participate in test prep sessions and in after-school programs. They also also get the opportunity to use the Kidbiz 3000 program during the school day to help with their reading comprehension and if needed they get RTI services after-school three days a week.

7. 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?

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 routine-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 to model what is expected. 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-languauge '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, Teachers 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 staff also push-in and pull-out small groups of ELLs-SWD in our ICT and Self-Contained classes. To ensure that ELL-SWDs receive all services mandated on their IEPs,we have weekly Academic Intervention Team (AIT) meetings as well as monthy special education meetings to discuss their concerns and progress. Special Education teachers receive professional development from Goldmansour and Rutherford (<http://goldmansourandrutherford.com/homepage.html>).

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

In creating a flexible and supportive environment that educates those students with IEPs together with those without IEPs, we have six ICT classes, which are staffed with successful teams of general education and special education teachers as well as two

self-contained special education class for grades K- 2 and grades 3 - 5. We are committed to creating high quality and innovative instructional design for all students, those who are special education students and those who are general education students.

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, Teachers College workshops, on-site staff development, 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 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 all in house trainings, TC workshop sessions and shared planning time with cooperating teachers and weekly AIT and special education meetings so that we can help meet the divers needs of our ELL-SWD within the least restrictive environment.

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 'stregnth', 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

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

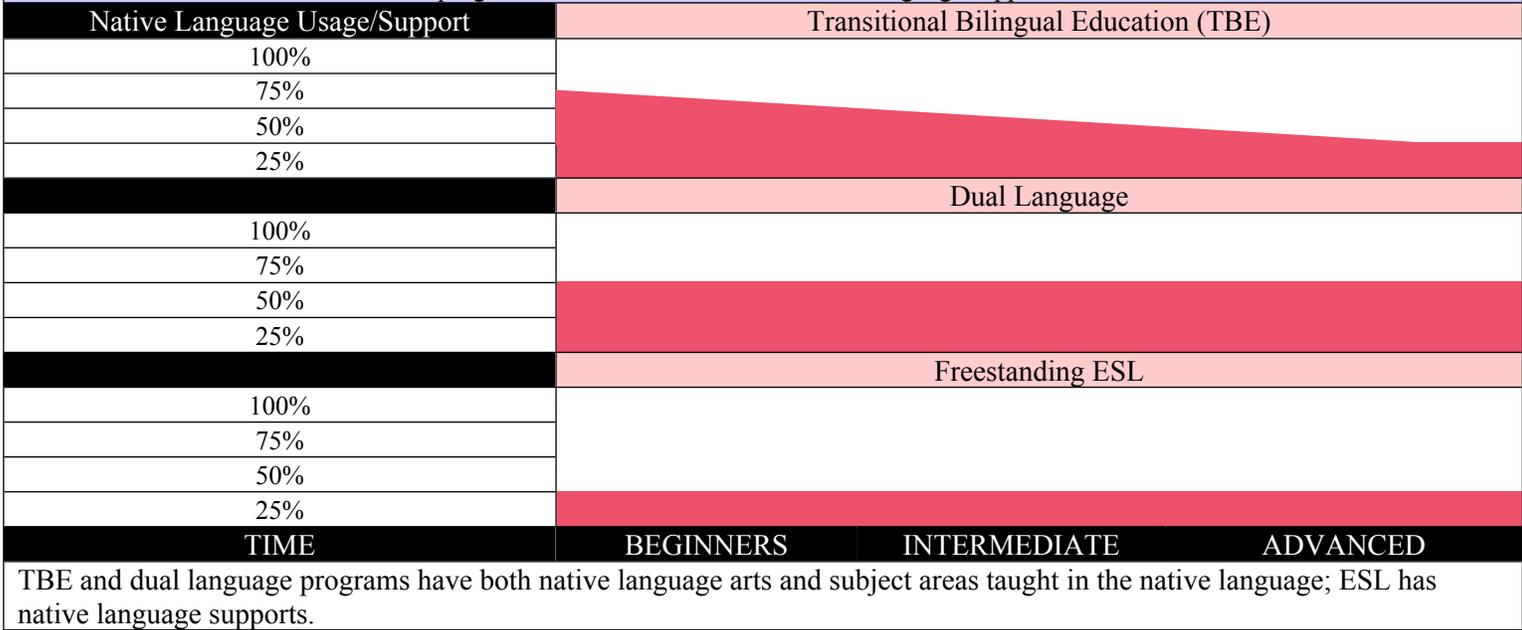
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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
FOR TBE /DL PROGRAMS: 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.



B. Programming and Scheduling Information--Continued

9. 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.

The school provides several intervention programs for ELLs in ELA and Math:

ELLs are invited to participate RTI program if needed: They meet 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 after-school program- 2 days a week after-school.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

11. What new programs or improvements will be considered for the upcoming school year?

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. We are implementing an Inquiry Study using Tony Stead's Non-fiction Writing curriculum.

12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any program for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 Reader's Theater program [Title III funds], 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]

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have many 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...] Most classroom have smartboards, laptops and iPads for students to use.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services are aligned to students' grade levels and ages. All resources are also age- and grade-appropriate. Because PS 2 has such a large population of English language learners, we have accumulated a large bank of age-appropriate resources from which to draw upon.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We offer our new students and their parents an invitation to attend a Newcomer 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 3-5 are invited to participate in test prep sessions, Title III extended day programs, and Saturday Academies that focus on reading, writing and language development

18. What language electives are offered to ELLs?

We do not have any language electives in our school.

19. For schools with dual language programs:

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

We do not have a Dual Language Program at PS2.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1+2. Our ESL team is constantly participating in on-site and off-site professional development. ESL teachers are encouraged to identify professional development opportunities that align with their professional goals (which were established at the beginning of the school year during Initial Planning Conferences), as well as the needs of our ELL students. For example, several ESL teachers are participating in an ongoing inquiry study of Tony Stead's Exploration in Non-fiction Writing. These teachers are attending off-site PD sessions throughout the year and then turnkeying what they've learned to their colleagues during monthly ESL team meetings. This particular topic was chosen because many of our ELL students struggle with expressing themselves in writing. In addition, because of the Common Core's increased emphasis on reading and writing informational texts, PS 2's ESL teachers felt that they needed a deeper understanding of how to teach these skills.

Other ESL teachers, including our transitional bilingual teachers are attending professional development sessions on such topics as aligned ELA instruction for ELLs with the CCLS; incorporating native language texts into ELA units; text complexity and ELLs, and more.

In essence, PS 2's professional development plan for ELL personnel is flexible based on the needs of our teachers and of our students; however, all professional development that staff attend must incorporate the instructional shifts required under the CCLS.

3. Staff in the upper grades and the school guidance counselors meet with the ESL team to discuss the language needs of ELLs who are moving on to 6th grade and to identify the most appropriate middle school setting for them. In addition, PS 2 identifies the challenges that ELLs will face in middle school and meets with 5th grade teachers to suggest ways they might prepare students for these challenges, from teaching note-taking skills to teaching students to figure out the meaning of difficult vocabulary words.

4. At the start of the school year, all teachers are sent a memo informing them of the 7.5 hour ELL training requirement. This requirement is addressed in several different ways:

- The ESL team holds all-staff professional development sessions throughout the school year to discuss ways that teachers can support ELL students in the general education, ICT, and self-contained classes. These sessions take various forms, including whole-staff sessions at Chancellor's professional development days and small-group sessions during grade-level planning periods.

- All staff are alerted to professional development opportunities that address the needs of ELLs, particularly involving the instructional shifts required under the Common Core. Staff who have not yet met their 7.5 (or 10) hour training requirement are encouraged to attend particular sessions.

- PS 2 is also encouraging staff to attend professional development sessions that may not be ELL-specific, but where the instructional strategies taught will benefit all learners, including ELLs and students with IEPs. The Universal Design for Learning (UDL) methodology, for instance, is one that recognizes that our classrooms contain all types of learners, and teachers must therefore provide multiple means of presenting information and content; multiple means of engaging students in learning; and multiple means of students representing what they have learned. (For more information, see <http://www.udlcenter.org/>) Therefore, while UDL training is not necessarily specific to ELLs, it certainly applies to teachers of English language learners.

School secretaries, guidance counselors, the school psychologist, and the Parent Coordinator take part in training on how to interact with ELL parents, how to assist families in registering their children for school, how to direct families toward needing translation or other community services, and how to help families navigate the public school system.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

All notices distributed to parents are translated into Chinese and Spanish. During meetings (PTA, 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 2013–2014 school year to teach parents about school resources, policies and programs, to explain the CCLS and new assessments and the school’s expectation regarding students meeting 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, visual arts and dance to enhance the students’ understanding and appreciation of their culture and heritage. These performances include; 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 National Dance Institute, 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 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 ways to help their children at home.

4. Here is a clear example of how our parent activities reflect the needs of our parents. Based on the 2013 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 class. It has been very successful. To keep parents more informed we send home monthly school goals for reading, writing, mathematics, and science where we also include tips for parents on how to help their children at home.

This is our tentative Parent Workshops for 2013-2014:

Month	Topic
September 2013	K-5 Parent Orientation by grade, ELL Parent Orientation
October 2013	Middle School Tour for Grade 5, Science Orientation
November 2013	Parent Orientation for Middle School, Title III Orientation, ELL Parent Orientation during P/T conferences
December 2013	Middle School Information Session, Holiday Assembly
January 2014	NYS ELA Testing Workshop
February 2014	NYS Mathematic Test Workshop, Science Fair Celebration, Title III Celebration
March 2014	ELL Orientation during P/T Conferences, Science Test Workshop
April 2014	NYSESLAT information session
May 2014	Parent Workshop for Science Test,
June 2014	NDI year-end performances [AM,PM], Science Fair, Newcomer Orientation, 4 th grade Middle School Workshop, PS 2 Talent Show
Sept.- June	Family Friday Morning- First Friday of the month

E. 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 response to question here:

School Name: Meyer London

School DBN: 02M002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bessie Ng	Principal		
Joanna Cohen	Assistant Principal		
Vera Chang	Parent Coordinator		
Janice Lee	ESL Teacher		
Maggie Chin	Parent		
Tracey Adler/ESL	Teacher/Subject Area		
Jia Wang/SPI	Teacher/Subject Area		
Elizabeth Rodriguez	Coach		
	Coach		
Sandra Reina	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M002 School Name: Meyer London Elementary School PS 2

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

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.

With every registration, parents are asked to complete the Home Language Survey so that we know what languages are spoken at home and what languages they would prefer to be contacted with. This also provides us with the information needed as to what language/s the child speaks. We make every effort to make sure a staff member or someone who knows that language is available at this time to communicate with the family.

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.

We have found that the majority of the school's written translation and oral interpretation needs are for Chinese. In oral interpretation, the majority of families speak Mandarin, though some speak Fujianese and some Cantonese. We have found that most can understand Mandarin as it does have some similarity to Mandarin. There are about 25 families who speak Spanish and English is the language for about 35% of the families. The school community is aware of this information as the summary sheets are with the pupil accounting secretary who readily gives it to those who inquire.

Part B: Strategies and Activities

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

Our written translation services for Chinese are provided in house. Our parent coordinator, one of our school aides, a para and soon a Pre K family worker are all able to help with the writing of Chinese. When we need information written in Spanish, we ask our guidance counselor or one of 2 paras to help us.

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.

Oral interpretation services are available in the office by the parent coordinator who's desk is in the office, and 3 other office workers speak the language. We call someone to help with Spanish translation when needed. For parent conferences, we hire from a vendor and pay substitute teachers to come in so that every classroom teacher will have access to a translator.

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>.

The school has posted signs to let parents know that they have the right to have someone speak to them in the language they need to be communicated in and this translated sign is posted in the office and on the main floor of the school.

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):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software		

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		
TOTAL		