

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 2 MEYER LONDON ELEMENTARY SCHOOL

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

Principal: BESSIE NG

Principal Email: BNG2@SCHOOLS.NYC.GOV

Superintendent: BONNIE LABOY

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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document 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 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	
David Dobrow	Member/ Teacher	
Meghan Conway	Member/ Teacher	
Doris Douek	Member/ Parent	
Lisa Tong/Anna Lee	Member/ Parent/Parent	
Arthur Yee/Susan Leung	Member/ Parent/Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, the number of students in grades 3-5 meeting grade-level benchmarks in English language arts (ELA) will increase by 8% as evidenced by level 3 and above performance on the Fountas and Pinnell Benchmark Assessments and on the New York State English Language Arts (NYS ELA) exam.

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 scoring at level 3 or 4 on the 2014 NYS ELA was 26.4% in grade 3; 44.3% in grade 4; and 37.5% in grade 5. In 2013, 24.6% of 3rd graders, 40.2% of 4th graders, and 40.4% of 5th graders scored at levels 3 or 4 on the NYS ELA. In 2013-2014, we saw a slight increase in test scores for grade 3 (2%) and for grade 4 (4.1%), but a slight drop in test scores for grade 5 (2.9%). Though overall, PS 2 students made gains, this data suggests that they are still not prepared to meet the higher bar set by the Common Core State Standards (CCSS).

PS 2's fall 2014 reading levels, as measured by the Fountas and Pinnell Benchmark Assessment System, also show that more work is needed in ELA. Fifty percent of 3rd graders, 49% of 4th graders, and 30% of 5th graders are meeting grade-level standards. This data is somewhat higher than our NYS ELA scores; however, it still suggests that adjustments need to be made to PS 2's literacy instruction.

An analysis of PS 2's reading and writing units of study conducted in June 2014 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.

Further, regular conversations at teacher team meetings, analysis of student work samples, and administrative Cabinet meetings indicate that there is dissatisfaction with PS 2's literacy curriculum (currently a mix of the Teachers College Reading and Writing Project units of study and interdisciplinary units written by staff). Staff feel that PS 2's current literacy curriculum does not meet the needs of our population of students, nearly 50% of whom are English language learners and 96% of whom qualify for free- or reduced-price lunch. Staff have been interested in shifting to thematic, content-based literacy units through which students would be able to build their content-area knowledge, practice reading and writing across genres, and encounter similar concepts and vocabulary words across the day.

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 in-house professional learning will be tied to PS 2's instructional focus – building effective oral and written communication skills
2. Observations and feedback will focus on Danielson Framework components 3b (questioning and discussion) and 3c (engaging students in learning)
3. Students whose literacy skills put them in the lowest 10% in their grade (based on the results of a universal screener) will receive Response to Intervention (RTI) Tier 2 and 3 services
4. PS 2 will pilot an inclusive model of English as a Second Language (ESL) instruction called the triad model in grades 3 and 4
5. Staff will participate in professional learning opportunities aimed at developing students' literacy skills.
 - Network-based professional development focusing on developing academic language skills with Fay Pallen and Maryann Cucchiara
 - Office of Teacher Effectiveness professional development with a Department of Education (DOE) Teacher Development Coach (Colleen McGurk) to deepen teacher practice around questioning and discussion and content-area reading and writing
 - Network-based professional development focusing on integrating technology across the curriculum to enhance literacy development
 - Foundations professional development for teachers in kindergarten through grade 2
 - Network-based professional development for bilingual teachers focused on developing students' academic English language skills
 - In-house professional learning on a variety of topics developed by the literacy coach and related to PS 2's instructional focus
6. Teacher teams will analyze student work once a month, and use data to plan future literacy units of study
7. Paraprofessionals will receive training to work with small groups of students in guided reading and phonics groups
8. Family workshops will provide parents with strategies to support their children's literacy skills at home
9. After-school test prep sessions will prepare students in grades 3-5 for the NYS ELA, as well as students in K-5 for the New York State English as a Second Language Achievement Test (NYSESLAT)
10. Staff will research existing thematic, content-based literacy curricula to identify a good fit for PS 2.

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

1. The Administrative Cabinet (Principal, two Assistant Principals, and Literacy Coach) will provide a series of professional development sessions during teacher team meetings and Monday after-school Professional Development (PD) that will help staff develop an understanding of purposeful speaking and listening, as well as compare what is currently happening in classrooms to the Common Core standards for speaking and listening.
 - Staff will read articles from *Educational Leadership* on speaking and listening
 - Staff will review chapters from *Making Thinking Visible* by Ron Ritchart, Mark Church, and Karin Morrison
 - Staff will participate in ongoing action research with various listening and speaking strategies
2. The Administrative Team (Principal and two Assistant Principals) will conduct regular observations and provide feedback, with special attention paid to teacher practice around Danielson Framework components 3b and 3c
 - Based on observations and feedback, teachers will participate in intervisitations to share effective practices around questioning, discussion, speaking, listening, and student engagement
 - Both Assistant Principals will participate in a Network-based study group on intellectual engagement and how to foster engagement across the schools
3. The Response to Intervention (RTI) Team (Literacy Coach, Special Education Teacher Support Services (SETSS) Teacher, ESL Teacher, Assistant Principal) will:
 - distribute universal screeners to all teachers, input data, and identify the lowest 10% across grades;
 - students in Tier 2 groups will be seen three times a week for 30 minutes by a classroom teacher or an Academic Intervention Services (AIS) provider using a research-based program (Leveled Literacy Intervention, Foundations, or Rewards)
 - students not making adequate progress in Tier 2, will receive Tier 3 services provided by Reading Recovery teachers or AIS teachers
4. Four classrooms (3-203, 3-204, 4-306, and 4-318) will pilot the “triad” model of providing ESL services to students. This inclusive model involves two classrooms and one ESL-certified teacher (the “triad”) who co-plan and co-teach, differentiating to meet student needs
 - Triad teachers will receive common planning time
 - Triad teachers (with support from the Assistant Principal) will make regular visits to PS 503 in Sunset Park, Brooklyn, a school that is effectively implementing this model
5. Staff will participate in a variety of professional learning sessions aimed at developing students’ literacy skills, with a special focus on the needs of English language learners (ELLs)
 - Network-based professional development focusing on developing academic language skills with Fay Pallen and Maryann Cucchiara (teachers working with ELLs in grades 1-5)
 - Office of Teacher Effectiveness professional development with a DOE Teacher Development Coach (Colleen McGurk) to deepen teacher practice around questioning and discussion and content-area reading and writing (teachers in grades K-5)
 - Network-based professional development focusing on integrating technology across the curriculum to enhance literacy development (Assistant Principal)
 - Foundations professional development (teachers in K-2)
 - Network-based professional development for bilingual teachers focused on developing students’ academic English language skills (bilingual teachers in K, 1, 2/3, and 4/5 classrooms)
 - In-house professional learning on a variety of topics developed by the literacy coach and related to PS 2’s instructional focus (teachers in K-5)
6. Teacher teams will analyze student work once a month, using the data to guide instructional planning
 - Teams will be trained in a Learning from Student Work protocol developed by the National School Reform Faculty (http://www.nsrffharmony.org/system/files/protocols/atlas_lfsw_0.pdf)
 - Teams will bring one piece of student work to Teacher Team meetings once a month
 - Results of their analysis will be posted in a shared folder on Google Drive
 - Teachers will use results to plan future units of study
7. All PS 2 paraprofessionals will meet twice a month with Network-based staff to learn strategies for working with students on literacy skills
 - Paras will receive basic training in using Leveled Literacy Intervention (LLI), as well as Foundations and Great Leaps
8. The PS 2 Parent Coordinator will host bi-monthly family workshops on a range of topics. At least three of these sessions will focus on literacy skills development.
 - Parents will be introduced to such concepts as decoding, fluency, sight words, and reading comprehension
 - One session will focus on native language literacy development, as most PS 2 families do not speak English; the Parent Coordinator will emphasize the importance of building native language literacy skills as well
9. All interested teachers will lead after-school test prep sessions for 7-8 weeks prior to the NYS ELA and the New York State English as a Second Language Achievement Test (NYSESLAT)
 - Students will be invited, with priority given to students scoring at levels 1 and 2
 - Teachers will use Ready NY test prep materials
 - Students taking the NYSESLAT will also be invited to after-school test prep sessions (teachers will use NYSESLAT test prep materials)

10. The Assistant Principal will get samples of several Common Core-aligned literacy curricula, including Expeditionary Learning and Ready Gen

- A team of stakeholders will review these curricula, trying out sample lessons in their classrooms
- This team will present their findings to the staff during a staff meeting in April

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

1. The Administrative Team will expect to see authentic conversations in classrooms, with the balance of teacher/student talk leaning toward students. Administrators will highlight effective practices with regard to PS 2's instructional focus in the weekly staff newsletter.
2. As measured by administrative observations, teacher conversations, student work/assessment and conversations with students' progress, Danielson components 3b and 3c will be reflected in teaching practices and student performance.
3. The distribution and completion of screeners will identify early in the school year all potentially struggling students. Dates of distribution and completion will be established in consultation with teachers. Teachers and AIS staff will be accountable to providing lesson plans and short/long term goals to administration regarding the instruction and assessment of identified students. Once students fail to meet the established targets within a predetermined time, teachers will refer students to the Tier III providers.
4. As evidenced by administrator/teacher minutes, anecdotal observations, and informal assessment measures, the triad model will be monitored continually throughout the school year.
5. All staff will be provided opportunity to attend appropriate professional development and/or training. This will be documented by memos, sign-up sheets, and administrative communication. Expectations that staff will turnkey and post notes from each meeting electronically will be established.
6. As evidenced by teacher meeting sign in sheets and agendas, the analysis of student work will be documented. Administrative review of the analyses will allow for further discussion between administrative cabinet and teacher teams, further driving the ongoing work.
7. The Administrative Team will increasingly observe paraprofessionals working with small groups of students in guided reading groups, on phonemic awareness, and on fluency. Student data will demonstrate an improvement in the literacy skills of students working with the paraprofessionals. Administrators will also observe an improvement in paraprofessionals' skills.
8. The Parent Coordinator will track family attendance at parent literacy workshops. At the end of the school year, she will send home a short survey to better understand the impact of these literacy workshops; for instance, whether parents had a better understanding of the need to, as well as how to, support their children's literacy skills.
9. Student performance on practice tests will improve over the course of the test prep sessions. Teachers will track student progress and post results to a centralized data collection sheet on PS 2's Google Drive.
10. Samples of Common Core aligned lessons will be collected throughout the school year including during observations, teacher meetings, and professional conversations. Opportunities will be made available for staff and administration to conduct lesson studies prior to trying out lessons in classrooms. Artifacts of lessons will include videotaped documentation, notes from intervisitations, administrator observations, and student work.

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

1. October/November 2014: Administrators will conduct classroom walkthroughs to assess the level of student talk. February/March 2015: Administrators will conduct their second cycle of walkthroughs to assess the level of student talk. June 2015: Administrators will conduct end-of-year walkthroughs to assess the level of student talk.
2. November/December 2014: Administrators will conduct initial observations, and will track teacher ratings on components 3b and 3c; December 2014-April 2015: Administrators will set up intervisitations with staff who have Highly Effective ratings in components 3b and 3c to share practices with colleagues who would like to learn, teachers will also participate in study groups; May 2015: Administrators will compare benchmark teacher ratings to end-of-year teacher ratings in components 3B and 3C to assess progress.
3. September 2014: Distribution and administration of RTI screeners; October 2014: Collection of RTI screener data and identification of lowest 10% of students; November 2014: Formation of Cycle 1 groups; November 2014-January 2015: Cycle 1; January 2015: Collection of RTI post-assessment data and formation of Cycle 2 groups; February-April 2015: Cycle 2; April 2015: Collection of RTI post-assessment data and formation of Cycle 3 groups: April-June 2015: Cycle 3 and collection of post-assessment data.
4. September 2014: Collection of baseline literacy assessment data for students in triad classrooms; Ongoing throughout 2014-2015: Professional development for triad teachers; May 2015: Collection of end-of-year literacy assessment data for students in triad classrooms, data compared to students in non-triad classrooms
5. September/October 2014: Teachers will be matched with professional learning opportunities based on their professional goals; Ongoing throughout the year: Teachers will take notes on professional learning sessions and will turn-key learning at teacher team meetings, lab site opportunities, staff-taught professional development sessions on Mondays/Tuesdays; May 2015: Teachers' professional goals will be revisited to assess whether goals were met; student progress will be measured to determine whether new teaching strategies were effective.
6. September/October 2014: Teachers will be trained to use the Learning from Student Work protocol; Ongoing throughout the year: Teachers will analyze student work

and adjust unit plans as needed; June 2014: End-of-year assessment data will be collected and analyzed to determine effectiveness of work analysis.

7. Bimonthly throughout 2014-2015: Paraprofessionals participate in Network-based professional development on literacy skills' development; Ongoing throughout 2014-2015: Classroom teachers and administrators share informal observations of paraprofessional practice with students; Ongoing throughout 2014-2015: Baseline and end-of-unit assessments determine effectiveness of paraprofessionals working with small groups of students
8. November 2014: First workshop on literacy skills' development for families; February 2015: Second workshop on literacy skills' development for families (on the importance of native language development); April 2015: Third workshop on literacy skills' development for families (preparing for the NYS tests); May 2015: end-of-year survey sent to families to determine effectiveness of parent workshops
9. November 2014: Test preparation materials are ordered; December 2014: Analysis of 2013-2014 NYS ELA test scores and identification of students invited to participate in after-school test prep classes; January-March 2015: NYS ELA test prep sessions; September 2015: Analysis of student NYS ELA test scores to determine effectiveness of targeted test prep support
10. November 2014: Identification of curricula to research; stakeholders invited to study curricula; Ongoing throughout 2014-2015: Piloting of lessons in various units of study, intervisitations, and debriefing sessions; May 2015: New curriculum identified and purchased (if one is deemed effective)

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

1. Instructional Focus
 - Copy selected articles to be studied by staff
 - Identify excerpts from *Making Thinking Visible* to discuss at professional development (PD)
 - Schedule professional development sessions on PS 2 instructional focus
2. Teacher Observations Focused on 3b and 3c
 - All teachers receive updated copies of the Danielson Framework
 - Administrators announce to staff that observations and debriefings will focus on components 3b and 3c
 - Teachers complete reflections on their practice related to 3b and 3c
3. RTI
 - RTI Team has regular, scheduled time to meet, identify students, and analyze data
 - Assistant Principal/Data Specialist will support RTI Team with data
 - Teachers have clear deadlines for administering screeners and submitting data to RTI Team
 - Materials are purchased and organized in the timely fashion for RTI groups
4. Triad Model
 - Triads will have at least 3 common planning periods per week
 - Triads will receive additional support from the Assistant Principal
 - Triads will have 3 scheduled visits to PS 503 in Brooklyn
5. Professional Development
 - Per diem funds will be set aside to pay for substitutes when teachers are attending professional development
 - Teachers will have designated folders in Google Drive in which to upload notes from PD sessions
 - Teachers will have opportunities to turn-key their PD learning
6. Learning from Student Work (LFSW)
 - PD will be scheduled to introduce teachers to the LFSW protocol
 - Teachers will have designated folders in Google Drive in which to upload notes from PD sessions
 - Administrators will periodically review notes posted in Google Drive
 - Grade Leader meetings will take place once a month to share impact of LFSW
7. Paraprofessionals
 - Paraprofessionals will be scheduled for bimonthly PD sessions with Network-based staff to improve their practice
8. Family Workshops
 - Parent Coordinator will schedule three family workshops focusing on literacy skills
 - Parents will receive notices about these sessions at least one week in advance
 - Parent Coordinator will prepare materials that can be emailed to parents who were not able to attend, or posted on PS 2's website
9. After-School Test Prep
 - Test prep sessions will be scheduled and students invited to participate
 - Teachers will receive per session for leading test prep sessions
 - Materials will be ordered for test prep sessions in the fall
10. Interdisciplinary Curricula

- Assistant Principal (Joanna Cohen) will reach out to various publishers to get samples of curricular materials
- Task force of interested staff members and parents will be formed to look at curricular materials
- Lessons will be piloted throughout the year and staff members invited to observe

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 involved in many of the strategic activities listed above in the following ways:

- Teacher Teams will produce monthly, translated newsletters to update families on literacy work that students are doing in the classroom, as well as offer suggestions for ways that parents can support student literacy development at home
- Parents on the School Leadership Team (SLT) and in the Parent-Teacher Association (PTA) will look at curriculum materials PS 2 is considering for use, as well as observe piloted lessons
- Parents will receive regular progress reports on intervention services their children are receiving (RTI, Test Prep, etc.
- Parent Coordinator will host regular workshops for families on developing students' literacy skills at home
- Families will be invited to Family Friday (every other month) to participate in a literacy-related activity with their children

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
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List any additional fund sources your school is using to support the instructional goal below.

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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.

By June 2015, the number of students in grades 3-5 meeting grade-level benchmarks in Math will increase by 8% as evidenced by level 3 and above performance on teacher-developed end-of-year assessments and the NYS Math exam.

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.

All students were given an assessment called the Math Achievement Predictor at the beginning of the year. Each teacher scored their class's assessments and created a spreadsheet that was put into Google Docs. The teachers then met as a grade to create a listing of the bottom 10% of the students on the grade based on this data. Response to Intervention (RTI), Tier 2 groups were created for these students.

For students in grades 3-5, scores from the 2014 NYS Math tests were also reviewed. The percentage of students who scored a level 3 or 4 on the 2014 NYS Math test was 63% in grade 3, 81% in grade 4, and 66% in grade 5. In 2013, 60.5% of 3rd graders, 72% of 4th graders, and 52% of 5th graders scored at levels 3 or 4 on the NYS Math test. The increase in test scores from 2013 to 2014 suggests that our students are starting to meet the Common Core State Standards (CCSS) in math.

We know that our English Language Learners (ELL) population has trouble with word problems given on math tests. Understanding and interpreting word problems poses a challenge for many of our students. As reading comprehension demands become more intense (in grades 4 and 5), our students struggle to keep up.

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. PS 2's Common Core-aligned math curriculum, Math in Focus (MiF) will serve as Tier 1 instruction. All students will be given grade-level assessments which will indicate areas in which the students will need more instruction and support or enrichment. Select lessons may need to be retaught or enriched, and expanded pacing calendars (with all supplemental materials) will be written and posted on Google Drive.
2. All teachers will use a problem-of-the-day to develop students' mathematical reasoning skills and reading comprehension skills.
3. Students who are still struggling with mathematical concepts will receive additional support through:
 - Tier 2 support through RTI cycles; pre- and post-assessments will be given for each cycle to monitor student progress, and Special Ed Teacher Support Services
 - (SETSS) support for mandated students.
4. Teachers on each grade will develop mid-year and end-of-year math assessments to identify areas of strength and growth for each student. These assessments will be based on our math curriculum and will result in shifts in instruction.
5. Math Liaisons from each grade will attend math PD sessions as provided by the network and DOE.
6. A team of staff (including the data specialist: assistant principal, literacy coach, math liaison for each grade and principal) will analyze 2014 NYS Math test data to identify areas of strength and growth. The results of this analysis will be reported to staff in efforts to focus instructional attention to lagging areas.
7. Math test prep sessions will be held at the end of February. Students will be invited to attend, based on assessments and classroom observation.

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

1. Math in Focus/Pacing Calendars
 - Grade-based Math Liaisons will communicate professional development needs to the Administrative Team
 - Math Liaisons will spearhead the development of pacing calendars
 - The Administrative Team will ensure vertical alignment
2. Problem-of-the-Day
 - Math Liaisons will collect and post problems-of-the-day, creating a library of such problems for future use
3. Additional Support
 - Classroom teachers will administer assessments
 - RTI Team will analyze data and create groups
 - Administrative Team/Data Specialist will monitor student progress
4. Mid-Year and End-of-Year Math Assessment Development
 - Math Liaisons will lead development of assessments
5. Professional Development

- Administrative Team will identify key PD sessions and invite Math Liaisons

6. Data Analysis

- Data Specialist will work with Math Liaisons

7. Math Test Prep

- Classroom teachers will invite students to attend
- Classroom teachers will teach sessions
- Test prep materials will be ordered in the fall

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

1. Math in Focus/Pacing Calendars

- Grade teams will develop detailed pacing calendars, based on the MiF units, as well as supplemental materials needed to remediate or to challenge students
- Student performance on end-of-unit assessments will steadily improve
- Student performance on mid-year and end-of-year assessments will show steady progress toward the goal described above

2. Problem-of-the-Day

- By the end of the year, each grade will have a series of problems-of-the-day posted to Google Drive
- Students will demonstrate growth in problem-solving skills, as measured by teacher-created rubrics for the problems-of-the-day
- At least three times during the year, teachers will look at student work on the problem of the day to assess progress and identify struggles

3. Additional Support

- Students participating in RTI groups for Math will be assessed at multiple points during the RTI cycle to adjust instruction
- Pre- and post-assessments results for RTI will be posted in Google Drive
- Students who need ongoing Tier 2 support will participate in cycle #2

4. Teacher-Developed Math Assessments

- The number of students meeting grade-level benchmarks on mid-year and end-of-year math assessments should increase by close to 8%
- Math Liaisons will submit drafts of mid-year math assessments by January 2015; they will be revised and administered in February 2015
- Math Liaisons will submit drafts of end-of-year math assessments by April 2015; they will be revised and administered in May 2015

5. Professional Development

- Teachers will post notes from PD sessions, as well as turnkey critical information
- Teacher practice will improve, as evidenced by classroom observations

6. Data Analysis

- The Data Specialist and Math Liaisons will work together to catalogue PS 2's students' strengths and weaknesses related to mathematical concepts, based on the results of the NYS Math Test (Test Item Analysis report), as well as assessment results in K-2
- Strengths and weaknesses will be communicated to all teachers via Math Liaisons by mid-year
- Data analysis will inform unit planning and the writing of pacing calendars

7. Math Test Prep

- Teachers will observe steady progress on practice NYS Math tests
- The number of students in grades 3-5 scoring at level 3 or higher on the 2015 NYS Math test will improve by 8%

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

1. Math in Focus/Pacing Calendars

- Ongoing throughout the year: Teachers will add to pacing calendars to reflect supplemental materials added to units
- June 2015: Administrators and Math Liaisons will review pacing calendars to ensure vertical alignment and pacing calendars will be posted to Google Drive

2. Problem-of-the-Day

- Ongoing throughout the year: Teachers will look at student work on the problem-of-the-day and adjust instruction as needed
- June 2015: Grade levels will post series of problems-of-the-day to Google Drive

3. Additional Support

- November 2014: Student pre-assessment data will be entered, groups will be formed based on data, and cycle 1 will begin
- February 2015: Student post-assessment data will be entered, and new groups will be formed based on data
- March-May 2015: RTI Cycle 2
- Ongoing throughout the year: SETSS teacher will work with mandated and at-risk math students

4. Teacher-Developed Math Assessments

- September 2014-January 2015: Math Liaisons will develop mid-year assessments, share with grade-level teams, and have assessments approved by the administrative team

- February 2015: Teachers will administer mid-year assessments
 - January 2015-May 2015: Math Liaisons will develop end-of-year assessments, share with grade-level teams, and have assessments approved by the administrative team
 - June 2015: Teachers will administer and score end-of-year assessments
5. Professional Development
- Ongoing throughout the year: Math Liaisons will attend relevant professional development sessions, post notes on Google Drive, and turnkey important information
6. Data Analysis
- September 2014-January 2015: Data Specialist and Math Liaisons will analyze PS 2's math data and relay information to grade teams
 - Ongoing throughout the year: Adjustments will be made to pacing calendars based on grade-level data
7. Math Test Prep
- January 2015: Students will be identified for participation in math test prep sessions, and invited to attend
 - February 2015-April 2015: Students will attend math test prep sessions
 - April 2015: Teachers will report student results on math practice test

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

1. Math in Focus/Pacing Calendars
 - Time will be scheduled for Math Liaisons to meet with grade teams and with the Administrative Team
 - Folders will be created in Google Drive for Math Liaisons to upload pacing calendars and supplementary materials
2. Problem-of-the-Day
 - Select Teacher Team meeting dates will be identified to review student progress on problem-of-the-day
 - Folders will be created in Google Drive to upload problems-of-the-day
3. Additional Support
 - Time will be scheduled for the RTI Team to meet, analyze data, and identify students needing additional support
 - Materials will be provided as needed to teachers and RTI providers
4. Teacher-Developed Math Assessments
 - Time will be scheduled for Math Liaisons to work on grade-based math assessments, present them to colleagues and to administrators
 - Google Spreadsheets will be created to track student progress on these math assessments
5. Professional Development
 - A calendar of relevant PD sessions will be shared with staff
 - Per diem funds will be set aside for staff to attend these sessions
 - Folders will be created in Google Drive for staff to post notes
6. Data Analysis
 - Test Item Analysis reports will be downloaded from ARIS
 - Time will be scheduled for Math Liaisons and the Data Specialist to meet
7. Math Test Prep
 - Test prep sessions will be scheduled for March-April 2015
 - Test prep materials will be ordered
 - Per session funds will be set aside to pay teachers for teaching these sessions

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).

- The Parent Coordinator will offer two math-related workshops:
- Building Your Child's Math Skills at Home
 - Helping Your Child Prepare for the NYS ELA and Math tests

Families will be invited into classrooms every other month for Family Friday, during which they will be able to observe math instruction, play math games with their children, and learn new mathematical terminology

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	x	Grants
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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 2015, 100% of teachers will use a protocol to look at student work, as evidenced by administrator observations, teacher team meeting agendas, and student work analysis posted on PS 2's Google Drive.

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.

During the 2013-2014 school year, teachers met weekly during their Circular 6 (C6) period in grade teams. Following PS 2's informal Principal Performance Observation (PPO), grade teams shifted their work to looking at student work and adjusting instruction as needed. Teachers were asked to follow a detailed agenda each week and submit notes to the Literacy Coach. However, an assessment of the submitted notes indicated that teachers did not have adequate time to look closely at their students' work, nor did they have any specific guidance (in the form of a protocol) to guide their discussion. Further, teachers had little time to use the findings from their analysis of student work sessions in their planning. As a result, the Administrative Cabinet will make adjustments to the looking at student work process for the 2014-2015 school year

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. Introduction of Learning from Student Work (LFSW) protocol, selected from the National School Reform Faculty website (http://www.nsrffharmony.org/system/files/protocols/atlas_lfsw_0.pdf); guided practice using the protocol during Monday PD sessions
2. Restructuring of Teacher Team meeting agendas: Teachers will use the LFSW protocol to analyze student work once a month; the remaining three Teacher Team meetings of that month will be used to plan for future units of study based on the results of the student work analysis. Unit plans will be reviewed to ensure that they align with the Common Core State Standards
3. Monitoring Progress/Providing Support: Administrators will sit in on Teacher Team meetings when teachers are analyzing student work; the Cabinet will also review student work analysis that is posted on PS 2's Google Drive; Administrative Cabinet will provide support to Teacher Teams as needed

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

1. LFSW Protocol
 - Assistant principals and Literacy Coach will introduce the protocol to teachers during Monday after-school PD
 - Learning from Student Work protocol (http://www.nsrffharmony.org/system/files/protocols/atlas_lfsw_0.pdf)
2. Teacher Team Meeting Restructuring
 - In conjunction with the Literacy Coach, Grade Leaders will craft new agendas for Teacher Team meetings, reflecting LFSW sessions and planning sessions
 - Copies of the CCSS will be reviewed regularly to ensure curricular alignment
3. Monitoring Progress/Providing Support
 - Assistant Principal Joanna Cohen will create folders on Google Drive for Teacher Teams to upload their notes
 - All Administrators will visit Teacher Team meetings regularly to provide support
 - Administrative Team will meet with Grade Leaders to check in

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

1. Administrative observations at Teacher Team meetings will indicate whether teachers are able to effectively use the LFSW protocol, and will review Team notes posted on Google Drive
2. Monthly Grade Leader meetings will provide a forum to reflect on the restructuring of Teacher Team meeting agendas and whether time pressure has been alleviated, as well as how effectively teachers are able to use student data to plan future units of study
3. Cabinet members will review notes on Google Drive monthly to assess progress; Cabinet members will also review unit plans and observe teaching practice during regular observations to ensure that lessons address instructional shifts embedded in the CCSS

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

1. October 2014: Professional development on LFSW protocol; guided practice
2. November 2014-June 2015: Teams review student work monthly and use results to guide instructional planning
3. Monthly, 2014-2015: Administrative Team observes Teacher Team meetings, as well as meets with Grade Leaders to discuss progress and review notes posted on Google Drive; classroom observations also conducted throughout the year to assess progress

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

1. Scheduling professional development focused on the use of the LFSW protocol (Monday PD time)
2. Teacher Team meeting schedule is publicly available, so that administrators know when teachers will be analyzing student work; Google Drive folders are set up and shared with Teacher Teams
3. Weekly Cabinet meetings are scheduled; Monthly grade leader meetings are scheduled; Observations are scheduled to observe teacher practice at various points throughout the year

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).

- Through monthly grade-level newsletters, parents are made aware of the instructional shifts in the Common Core State Standards and how the units in their child's grade addresses these shifts
- Parent SLT members are informed of the LFSW protocol and how it is influencing teacher lesson planning
- Family Fridays will allow parents to see first-hand what students are working on in their classrooms

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
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List any additional fund sources your school is using to support the instructional goal below.

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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 2015, 40% of PS 2's English language learners will improve by at least 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.

During the 2013-2014 school year, 36% of PS 2's English language learners (ELLs) improved by at least one proficiency level on the NYSESLAT (30% of ELLs improved by one level, and 6% of ELLs improved by two levels). Thirty-four percent of our ELLs stayed at the same English proficiency level, 3% declined one level, and the remaining 27% were taking the test for the first time, so there is no comparative data. During the 2014-2015 school year, we would like to see more of our ELLs advance one or more English proficiency levels on the NYSESLAT.

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. PS 2 will pilot a model of ESL instruction known as the "triad" model in grades 3 and 4
2. PS 2 will implement several instructional programs that have demonstrated success with English language learners
 - Foundations (K-2)
 - Leveled Literacy Intervention (all grades)
 - iReady (5th grade)
 - Rewards (4th and 5th grades)
 - Explorations in Nonfiction Writing (all ESL and bilingual classes)
3. All teachers will participate in professional development aimed at improving the academic English language skills of their students
 - Network-based professional development focusing on developing academic language skills with Fay Pallen and Maryann Cucchiara
 - Office of Teacher Effectiveness professional development with a DOE Teacher Development Coach (Colleen McGurk) to deepen teacher practice around questioning and discussion and content-area reading and writing
 - Network-based professional development focusing on integrating technology across the curriculum to enhance literacy development
 - Network-based professional development for bilingual teachers focused on developing students' academic English language skills
 - In-house professional learning on a variety of topics developed by the literacy coach and related to PS 2's instructional focus
4. PS 2's annual Title III program will provide additional support to ELLs
 - NYSESLAT test prep
 - Improving reading fluency and comprehension with Readers' Theater
5. The ESL Coordinator will disaggregate NYSESLAT data to identify students who will be targeted for additional support, in particular students whose NYSESLAT levels have not changed (34% of ELL students), or whose levels have declined (9% of ELL students)

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

1. Four classrooms (3-203, 3-204, 4-306, and 4-318) will pilot the "triad" model of providing ESL services to students. This inclusive model involves two classrooms and one ESL-certified teacher (the "triad") who co-plan and co-teach, differentiating to meet student needs
 - Triad teachers will receive common planning time
 - Triad teachers (with support from the Assistant Principal) will make regular visits to PS 503 in Sunset Park, Brooklyn, a school that is effectively implementing this model
2. Staff will receive professional development to allow them to implement all new instructional programs
 - Foundations PD will be provided outside of the school building with a staff developer; all teachers new to Foundations will be trained
 - Leveled Literacy Intervention PD will be provided to all teachers by the Assistant Principal (Joanna Cohen)
 - iReady will be on the computers in PS 2's computer lab; technology teacher Allison Malt will provide training
 - Rewards professional development will be overseen by PS 2's SETSS teacher (Cheryl Irwin) who piloted the program last year with two teachers
 - ESL and Bilingual teachers were trained to use Explorations in Nonfiction Writing last year; this year will focus on refining their practice
3. Staff will participate in a variety of professional learning sessions aimed at developing students' literacy skills, with a special focus on the needs of English language learners

- Network-based professional development focusing on developing academic language skills with Fay Pallen and Maryann Cucchiara (teachers working with ELLs in grades 1-5)
 - Office of Teacher Effectiveness professional development with a DOE Teacher Development Coach (Colleen McGurk) to deepen teacher practice around questioning and discussion and content-area reading and writing (teachers in grades K-5)
 - Network-based professional development focusing on integrating technology across the curriculum to enhance literacy development (Assistant Principal)
 - Foundations professional development (teachers in K-2)
 - Network-based professional development for bilingual teachers focused on developing students' academic English language skills (bilingual teachers in K, 1, 2/3, and 4/5 classrooms)
 - In-house professional learning on a variety of topics developed by the literacy coach and related to PS 2's instructional focus (teachers in K-5)
4. PS 2's ELL Coordinator (Janice Lee) will organize the Title III program
 - Teachers will receive Readers' Theater materials and NYSESLAT test prep materials
 - Teachers will receive training in how to prepare students for the NYSESLAT
 5. With the support of PS 2's Assistant Principal/Data Specialist (Joanna Cohen), the ELL Coordinator (Janice Lee) will disaggregate ELL data to identify students in need of targeted assistance

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

1. Student data will be regularly collected and analyzed to measure the effectiveness of the triad model.
2. Student data (reading levels, as well as data collected during Teacher Team learning from student work sessions) will be regularly collected and analyzed to measure the impact of these new instructional programs.
3. All staff will be provided opportunities to attend appropriate professional development and/or training. This will be documented by memos, sign-in sheets, and administrative communication. Expectations that staff will turnkey and post notes from each meeting electronically will be established. Student data will be regularly collected and analyzed to measure the impact of professional development on students' academic English language skills.
4. At the mid-point of the school year, students participating in Title III Readers Theater groups will have improved in oral expression and reading fluency as assessed by the Title III teacher and classroom teacher. Students' NYSESLAT levels should also improve, though progress will not be measured until results are received in August 2015.
5. Students receiving targeted instructional support will make progress as measured by Fountas and Pinnell reading level data, as well as writing assessments.

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

1. Triad Model
 - Student data will be collected in September 2014, November 2014, March 2015, and June 2015 to assess progress; data will be compared with ELL data of students in non-triad classes
 - Teachers will visit PS 503 in December 2014, February 2015, and April 2015 to observe effective practice
 - Administrative observations of the triad classrooms will take place throughout the 2014-15 school year
2. Instructional Programs
 - Professional development for each program will take place from September-December 2014
 - Student data will be collected in November 2014, March 2015, and June 2015 to measure progress
 - Surveys will be distributed to assess teacher satisfaction with new instructional programs in May 2015
3. Professional Development
 - Professional development sessions will take place throughout the 2014-15 school year
 - Within one week of attending sessions, teachers will be expected to post notes on Google Drive
 - Teachers will also be asked to turn-key their learning within one month of attending the sessions
4. Title III
 - Students will be identified for the Title III program in January 2015
 - Title III will run from January-April, 2015
 - Pre-assessments will be administered at the start of the program in January 2015 and post-assessments at the end in June 2015
5. Disaggregating ELL data
 - ELL data will be disaggregated by January 2015
 - Students selected for targeted support will be incorporated into existing RTI groups, or will receive additional push-in or pull-out ESL support from January-June 2015

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

1. Triad Model
 - Triad teachers will have several common preparation periods each week

- Triads will have regular, scheduled visits at PS 503 in Brooklyn
 - Triads will receive training on co-teaching models
2. Instructional Programs
 - Funds will be set aside to purchase instructional materials
 - Teachers will have adequate time for professional development
 3. Professional Development
 - Per diem funds will be allocated for substitutes to allow teachers to attend PD sessions
 - Intervisitations will be programmed so that teachers can observe effective practices in colleagues' classrooms
 4. Title III
 - ELL Coordinator will be paid per session to plan the Title III program
 - Funds will be allocated to purchase materials
 - Meeting time will be programmed to allow teachers to be trained in preparing students for the NYSESLAT
 5. Disaggregating ELL data
 - ELL Coordinator and Assistant Principal will have regular sessions to look at data and identify students needing additional support

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).

- Families will be invited to Family Friday to observe effective teaching practices.
- Families will attend the Title III mid-year celebration.
- Families will be invited to literacy workshops to understand the role of native language literacy in supporting second language literacy.

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	x	Grants
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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
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List any additional fund sources your school is using to support the instructional goal below.

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

- 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 *TAS 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

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 with the administration and selected teachers on the grade of the vacancy. A select group of questions are asked in the following categories:

- Knowledge of literacy curricula, and experience with the Teachers College Reading and Writing Project Units of Study
- Knowledge of mathematical pedagogical strategies, and experience with the Math in Focus curriculum
- Classroom management techniques that candidates feel will be helpful or have been helpful
- 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
- Examples of effective communication with families
- Adjectives that the candidate would use to describe him/herself (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. If we decide on a demo, 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. If this candidate is offered a position, we also look at the work history of the teacher and check on ratings given and discuss these with the candidate too.

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 and math that we have in house and those that are provided by the DOE or Network. Teachers new to the DOE are also assigned a mentor from the school who are carefully selected as to level of skill, personality, and leadership skills.

The mentoring process, along with ongoing support from PS 2's literacy coach has proven very successful in terms of retaining new teachers. Teachers report feeling supported by their mentor, the literacy coach, and their colleagues. Feedback is presented in such a way that new teachers feel confident implementing suggestions. In addition, we carefully match a new teacher to the grade-level that's the best fit, given their skills and experience.

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).

To support the ongoing development of our teachers, we provide high-quality professional development throughout the year in the form of:

- Weekly Teacher Team meetings, at which time teachers look at student work and use the data to refine lesson and unit plans that are aligned to the Common Core State Standards
- Network-based professional development to build the academic English skills of all of our students
- Network-based professional development on integrating technology across the curriculum
- Professional learning offered by the Department of English Language Learners and Student Support (DELLSS)
- A series of professional development sessions offered by Goldmansour and Rutherford for our new Integrated Co-Teaching (ICT) teams
- Classroom intervisitations to observe effective practices

- School intervisitations to learn from those who serve similar populations
- Office of Teacher Development-sponsored PD on topics related to the Danielson Framework
- School-based labsites with PS 2 Literacy Coach on a variety of topics identified by administrator observations

In addition the Administrative Team participates in regular professional development, the learning from which they share with staff:

- Monthly Network meetings
- Chancellor's meetings and workshops
- Council of School Supervisors and Administrators workshops
- Network-based study groups to build a culture of intellectual engagement among students and staff

Paraprofessionals are participating in Network-based professional development that take place on Mondays at PS 2. Other schools from the Network are also involved. Topics discussed include:

- The role of the paraprofessional in the classroom
- Deescalating conflict
- Supporting students academically
- Special education rules and regulations

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 living in temporary housing are given what they need for the classroom. We also make sure that one of the guidance counselors is in contact with the students to help with the transition and adjustment to a new school. We review each child's school records, check to see if they have an Individualized Education Program or if they have received other forms of support so that we can continue that support. If there is a need for additional academic support, such as small group instruction, students will join a Response to Intervention (RTI) group.

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 partner with a neighboring pre-school where many of our incoming kindergarten families are enrolled. They bring these families to visit our kindergarten program orientation sessions. They also assist parents in registering for kindergarten at PS 2. Further, we set a date in late June for all incoming kindergarten families to come for an orientation which includes a tour, handouts of school expectations, suggestions of how to help their child get ready for school and a copy of the September calendar. In September, there are scheduled grade orientations in which all families attend a group session covering the specifics of kindergarten. Families are also invited to their child's classroom for a class orientation with the teacher. 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.

PS 2 is committed to using multiple measures to assess student progress. Teachers are involved in the selection and/or development of assessments used with their students. In literacy, PS 2 uses the Fountas and Pinnell Benchmark Assessment System (F+P BAS) to measure progress in reading skills. This decision was made following years of dissatisfaction with the running records provided by Teachers College Reading and Writing Project. Teachers had the opportunity to pilot the F+P system, and reflect on its effectiveness. Last year, all grade teams made the decision to switch to F+P BAS. Grade teams have developed their own performance assessments in writing, based on the Common Core State Standards. Each grade has created detailed rubrics to assess student progress in writing. This work was done during grade team meetings.

In Math, teachers use the end-of-unit assessments included with the Math in Focus (MiF) curriculum. Teachers felt that these assessments provided the best data on whether students had learned the content, as they were clearly aligned with the MiF curriculum. Teachers have expressed a need for end-of-year assessments in math (similar to what's used in literacy), and one of PS 2's goals is to create these assessments this year. Grade-based Math Liaisons will do the initial development, share them with their grade teams for feedback, and finalize the assessments with the Administrative Team.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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 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;
- 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 Association (or 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 Association (or 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and parent meetings throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- inviting parents to special performances to see their children on stage: holiday shows, National Dance Institute shows, Talent show, Luna New Year and graduation

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

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

I. 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 school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

IV. 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

V. 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

VI. 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.

DBN: 02M002

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$539,076.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$161,481.00	X	See action plan
Title III, Part A	Federal	\$43,448.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan

Tax Levy (FSF)	Local	\$3,938,655.00	X	See action plan
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¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with

limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

DBN: 02M002

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$539,076.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	\$161,481.00	X	See action plan
Title III, Part A	Federal	\$43,448.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,938,655.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: [002] Meyer London	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
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 8
of content area teachers: 3

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 and role-playing various scripts and plays in different content area to build reading fluency and expression. The students will have ample opportunities to read, listen, write and discuss each script or play. The rationale to immerse our ELLs in this program is to add variety, fun, interest and to encourage students to read for a purpose. The students will develop and improve on many of the strategies found in the Readers Theater Program such as; oral language fluency and expression, listening skills as well as build confidence and the use of their imagination.

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 . We will use the Readers' Theater program and Vocabulary Improvement Program for beginners or intermediate ELLs in grades 3 and 4. Advanced ELLs

Part B: Direct Instruction Supplemental Program Information

in grades 4 and 5 will continue to use the Achieve 3000/Kidbiz 3000 software program. We will hire 11 Bilingual and ESL certified teachers to provide small group instruction for our students. We will invite 125 ELLs from grades three, four and five. The students will meet twice a week from November 2014 through April 2015. The Title III program will be divided into two sessions.

In Session 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. They 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 their version of a skit or play. Parents, teachers and friends will be invited to the Title III Celebration.

Our Advanced ELLs, in grades four and five will use the Kidbiz 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 in Kidbiz 3000 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 Session 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 Wednesday and Thursday from 2:30pm to 3:30pm.

Research has shown that students achieve higher reading comprehension when they have greater access to literature. Moreover, increased free and voluntary reading correlates with increased comprehension [Krashen, 1993; McQuillan, 1997]. Krashen also concluded that ELLs are more successful when they read more English [1993]. Components of our program:

*Students will meet 2 hours a week for 16 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 an adapted play or skit to be shared with family and friends during our Title III

Part B: Direct Instruction Supplemental Program Information

Celebration as a culminating activity.

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

*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, 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 continue to 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. We will continue to use 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 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

Part C: Professional Development

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 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 2014-2015

September 2014	K-5 Parent Orientation by grade, ELL Parent Orientations
October 2014	Middle School Tours for Grade 5
November 2014	Parent Orientation for Middle School process, P/T Confernces, Title III Orientation
December 2014	Middle School Information Session, Holiday Assembly
January 2015	NYS ELA Testing Workshop, Science Fair Celebration
February 2015	NYS Math Test Workshop
March 2015	P/T Confernces, Title III Celebration
April 2015	NYSESLAT information session, Title III Celebration

Part D: Parental Engagement Activities

May 2015	Parent Workshop for NYS Science Test
June 2015	New–Comer Orientation [K], Science Fair, 4th grade Parent workshop for Middle School
Sept.'14-June '15	We will have on-going individual New Parent Orientation during Family Friday mornings and Tuesdays after-school.

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 (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 002
School Name Meyer London		

B. Language Allocation Policy Team Composition [i](#) 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 <u>not</u> currently teaching in a bilingual program	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 <u>not</u> 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	0	1	1	1								5
Dual Language <small>(50%:50%)</small>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	79			0						79
Dual Language	0			0						0
ESL	306			65						371

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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: <u> </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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	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
Intermediate(I)	48	16	21	17	14									116
Advanced (A)	38	46	37	36	31									188
Total	126	74	66	62	59	0	387							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	1	0	3	6				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 within 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 does 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. [①](#)

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-language 'check-in' students when they have a question to clarify expectations. Teachers also use a great many gestures and acting-it-out strategies throughout the day to demonstrate vocabulary, storylines, or expectations.

Pre-assessments prior to units are implemented so that teachers have an entry point into where this child currently is as a learner. We implement Words Their Way: ELL versions 1-4, 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 monthly 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

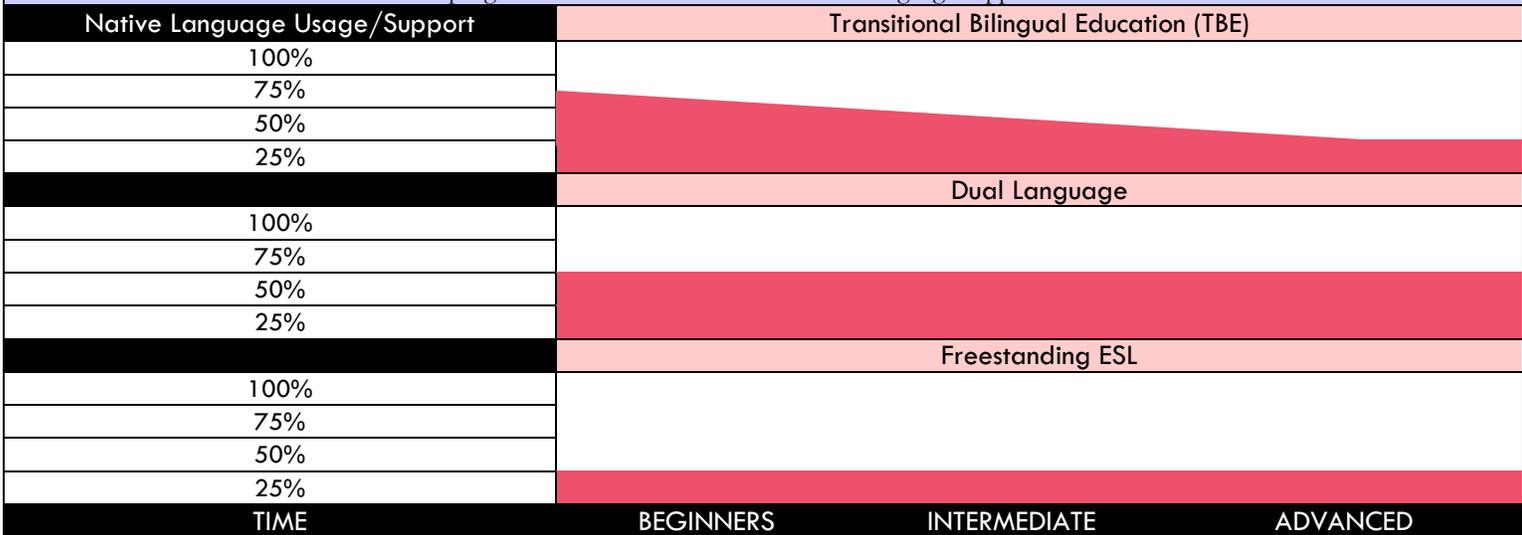
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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 trasional 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 scafflod 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, visuals 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:

Part VI: LAP Assurances

School Name: Meyer London

School DBN: 02M002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.