

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (*i.e.* 01M001):**

**02M002**

**School Name:**

**P.S. 002 MEYER LONDON**

**Principal:**

**BESSIE NG**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 2 Meyer London Elementary School School Number (DBN): 02M002  
Grades Served: PK-5  
School Address: 122 Henry Street, New York, NY 10002  
Phone Number: 212-964-0350 Fax: 212-608-4080  
School Contact Person: Bessie Ng Email Address: Bng2@schools.nyc.gov  
Principal: Bessie Ng  
UFT Chapter Leader: Alexandra Alves  
Parents' Association President: Maggie Chin  
SLT Chairperson: Bessie Ng  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Corrina Choy  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, Room 713, New York, NY 10001  
Superintendent's Email Address: blaboy@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: 212-356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> floor, New York, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bessie Ng	*Principal or Designee	
Alexandra Alves	*UFT Chapter Leader or Designee	
Maggie Chin	*PA/PTA President or Designated Co-President	
Mary Ng	DC 37 Representative (staff), if applicable	
Corrina Choy	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Meghan Conway	Member/ Teacher	
Tricia Stacey	Member/Teacher	
Anna Tong	Member/Parent	
Susan Leung	Member/ Parent	
Doris Douek	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna Paruch	Member/Parent	
Xia Lin	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 2 is located in an ethnically diverse neighborhood located on the border of Manhattan's Chinatown. Our school takes up almost the entire block, but it is our school yard that draws the attention of those that walk by. We can accommodate all 650 students from pre-kindergarten through grade five at one time. The children enjoy the open space each school day: at arrival with their families, at recess by grade and even after school with their after school programs or families.

P.S. 2 has a large enrollment of immigrant families, where the majority are from China. As the children learn the English language, they become bilingual and for some, trilingual as they continue to communicate in their second or third language outside of school. We embrace all the families that come to P.S. 2 and you can see the culturally diverse make ups in the classrooms. We have Integrated Co Teaching ( ICT) classes on every grade where students are supported by the general ed teacher and the special ed teacher. There is close monitoring of students with Individual Educational Plans ( IEP)s so that their specific needs are met. We are a Title I school using our funds to support all our students. Our dedicated staff work hard to provide a quality education. We aim to expose our students to the world around them, encouraging them to ask questions and effect change when necessary. We work together to foster a love of learning and provide a well-rounded education. Trips to the many parts of the city are planned by each grade to extend the learning beyond the classrooms.

PS 2 is one of 114 schools across the United States to receive the sought-after Apple ConnectED grant. This will put iPads in the hands of each of our students, provide laptops and iPads to all of our teachers, and put an Apple TV in every classroom. With this infusion of much-needed technology, and with the ongoing support of Apple Education, we are eager to transform the educational experience for our students. In addition, along with several neighboring schools in Chinatown, PS 2 is participating in grant-funded work with the Kellogg Foundation to share promising practices for teaching English language learners and supporting the particular needs of the Chinese immigrant community. This work has already led to significant changes in our instructional program, as well as a stronger collaboration between the school leadership and teachers in our neighboring schools.

In the past year, PS 2 has worked hard to build capacity in the Framework for Great Schools' element of Collaborative Teachers. Our grade-based teacher teams make the most of their planning time, from analyzing student work and using the results to drive instruction, to identifying their social and emotional needs and making plans to support them. We have worked with our Teacher Team Leaders to develop their facilitation skills and have moved toward vertical alignment of the instructional planning work being done in the individual grade-based teams.

In the 2015-2016 school year, PS 2 will focus on the following key elements of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, and Strong Family-Community Ties. We are in the process of modifying our literacy curriculum so that it will more closely aligns with the Common Core Learning Standards (CCLS) and will provide for rigorous instruction. We are introducing two new programs to address the social-emotional needs of our students, and to ensure that they feel supported in our school. Finally, we are reaching beyond the walls of our school to establish strategic partnerships with community organizations, as well as focusing within the walls of our school to build capacity among our families to provide academic and enrichment opportunities for the children. More detailed information on each of these priorities – as well as how we plan to continue to move forward with the elements of Collaborative Teachers and Effective School Leadership – is below.

## 02M002 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	752	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		92.6%	% Attendance Rate	97.1%
% Free Lunch		93.2%	% Reduced Lunch	3.2%
% Limited English Proficient		47.1%	% Students with Disabilities	17.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	4.3%
% Hispanic or Latino		8.0%	% Asian or Native Hawaiian/Pacific Islander	86.0%
% White		1.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.2	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		36.0%	Mathematics Performance at levels 3 & 4	66.5%
Science Performance at levels 3 & 4 (4th Grade)		92.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS 2 conducted a comprehensive needs assessment related to instructional practices and student outcomes. Data analysis revealed the following in each category of the Framework for Great Schools Element of Rigorous Instruction:

#### CCLS-Aligned, Motivating, Customized, Inclusive Curriculum

- **Strengths:** Teachers continue to strengthen and deepen their knowledge, planning, and delivery of CCLS-aligned curriculum.
  - All teachers have planned, designed, and executed one content-based interdisciplinary unit of study, which was built around a meaningful essential question, created using the Understanding by Design (UbD) framework, and fully aligned to the CCLS.
  - All teachers (K-5) analyzed the 2015 ELA test item analysis report to determine which Common Core standards PS 2 students struggled the most with. Teachers then analyzed their first reading and writing units of study of the year to ensure these skills were addressed (in particular, those related to vocabulary acquisition, determining importance and main idea, and integrating knowledge and ideas).
- **Needs:** PS 2’s literacy curriculum needs to be further aligned with the CCLS, as well as provide motivated, customized instruction.
  - Results from the New York City Quality Review emphasized Curriculum (1.1) as an area of focus. Some work had been done to ensure curricular alignment and integration of the CCLS’s instructional shifts, but that we did not have a fully developed or cohesive curricula across all subjects. PS 2 has a modified version of the Teachers’ College Reading and Writing Project (TCRWP) units of study to which our teachers have added several self-written units to meet the needs of our large population of English language learners (ELLs). However, what is still needed is a cohesive, fully-aligned curriculum that represents adequate cognitive challenge and engages our wide variety of learners.

#### High Standards Set in Every Classroom

- **Strengths:** Teachers have created Common Core-aligned rubrics for most writing units, and regularly look at student work.
  - CCLS-aligned rubrics set forth high standards and allow teachers and students to assess work based on these standards.
  - Teachers use a protocol to look at student work monthly. They use the findings of these sessions to adjust instruction as needed.
- **Needs:** We need to continue supporting students in meeting grade level benchmarks in reading and writing.
  - Running Record results from March 2015 showed that 26% of kindergarteners, 36% of 1st graders, 50% of 2nd graders, 40% of 3rd graders, 47% of 4th graders, and 34% of 5th graders met or exceeded grade-level benchmarks in reading.
  - 2015 ELA results matched running record results: 44.7% of 3rd graders, 51.3% of 4th graders, and 33.7% of 5th graders met or exceeded grade-level standards. This data suggests that PS 2 students are still not prepared to meet the higher bar set by the Common Core Learning Standards (CCLS).

#### Students Intellectually Engaged and Developing Critical Thinking Skills

- **Strengths:** School leadership sees the need to increase intellectual engagement and critical thinking skills.
  - Teachers are working with a consultant to design units around an open-ended essential question and work on building in opportunities for questioning and discussion into all units of study.

- PS 2's Instructional Focus for the past 3 years has been: improving oral and written expression skills. Teachers have participated in regular professional learning to improve questioning and discussion in the classroom.
- **Needs:** Teachers need to develop a common definition of rigor and need more professional learning in developing engaging units of study.
  - Professional development surveys conducted over the course of the school year indicated that the majority of PS 2 teachers would like to increase the content-area knowledge of their students and adjust their curriculum to embed literacy skills in content-area instruction.
  - Ratings by school leaders in the Danielson Framework categories of Demonstrating Knowledge of Content and Pedagogy (1A), Using Questioning and Discussion Techniques (3B), and Engaging Students in Learning (3C) suggest that teachers need additional knowledge in the disciplines, as well as professional development so that they can fully engage students in learning, involving higher-order thinking skills.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, in three out of four observations, 85% of teachers will receive Effective or Highly Effective ratings in Danielson components 1A (Demonstrating knowledge of content and pedagogy), 3B (Using questioning and discussion techniques), and 3C (Engaging students in learning), as measured by supervisor observations of teacher practice; looking at student work that results from the lessons observed; and reviewing teacher lesson plans.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>● <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>● <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>● <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher teams will collaboratively plan units, integrating reading, writing, and content-area learning, using the New York State Social Studies Scope and Sequence as a guide. Teacher teams will work with a literacy consultant using the Understanding by Design (UbD) framework to create each unit and ensure that units are aligned to the CCLS, as well as the NYS</p>	<p>Classroom Teachers  Students</p>	<p>June 2015-May 2016</p>	<p>Principal  Assistant Principal  Teacher Team Leaders</p>

<p>Social Studies Practices. Students will be engaged in these units during a designated “interdisciplinary/inquiry” block. Each grade will be asked to schedule such a teaching block 2-3 times per week.</p>			<p>External Consultant Teacher Teams</p>
<p>In order to provide rigorous instruction to all students, teacher teams will engage in professional learning related to the Teachers College Reading and Writing Project (TCRWP) CCLS-aligned units of study with our Teacher Development Coach (TDC). Teachers will study the new units of study in reading and writing, will participate in lab sites and inter-visitations with their colleagues to observe the implementation of skills and strategies in these units, and will engage in teacher rounds focused on developing a shared understanding of instructional rigor, as well as providing professional feedback to colleagues on the level of rigor observed in their classrooms.</p>	<p>Classroom Teachers Students</p>	<p>September 2015-May 2016</p>	<p>Principal Assistant Principal Teacher Development Coach Teacher Team Leaders Teacher Teams</p>
<p>English as a Second Language (ESL) and Special Education teachers will design a cycle of professional learning to support colleagues with effective strategies for meeting the needs of English language learners (ELLs) and students with special needs.</p> <p>All teachers will participate in professional book clubs, reading and discussing texts that are on the topic of integrating curriculum, building students’ content-area knowledge, and creating an inquiry-based, growth-mindset-focused classroom.</p>	<p>All Teachers ELL students and SWDs All teachers</p>	<p>Monday PD, February 2016 Monday PD, December 2015</p>	<p>Principal Assistant Principal ESL/SpEd Teachers All general ed and cluster teachers Principal Assistant Principal</p>
<p>All Teacher Teams will write and translate a monthly Family Newsletter, which will build a shared understanding of the meaning of rigorous instruction, will explain how content-based units are addressing the CCLS, and will provide specific suggestions for supporting children at home.</p> <p>In order to help support students at home, families will be invited to workshops on a variety of topics, including the ways in which PS 2’s interdisciplinary units are helping students meet the CCLS. Families will also be invited into classrooms for end-of-unit interdisciplinary celebrations, at which time they will see student projects and have students “teach” them what they learned.</p>	<p>Students Parents and Guardians Students Parents and Guardians</p>	<p>Once a month, September 2015-June 2016 Every other month, September 2015-June 2016</p>	<p>Principal Assistant Principal Parent Coordinator Teacher Teams Principal Assistant Principal Parent Coordinator Teacher Teams</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **HUMAN RESOURCES:** An educational leadership and research consultant, who has worked with principals in District 2, will be critical to achieving this goal. She will report to the Principal and Assistant Principal during consultant work days.

- Consultant fees for 7 half-days and 1 full day: \$4,500
- INSTRUCTIONAL RESOURCES: Staff will be provided with professional development on creating unit plans using the (Understanding by Design (UbD) framework, as well as using the new TCRWP units of study; Materials needed for interdisciplinary units will be ordered for each grade team.
  - TCRWP Units of Study in Reading (K-5): \$4,800
  - Books for classroom libraries: \$5,000
  - Non-fiction text sets to support interdisciplinary units: \$2,000
- SCHEDULE ADJUSTMENTS: We will schedule time, for each grade band to meet with our consultant, to make the professional learning and intervisitations as seamless as possible.
- BUDGET: Adequate funding will be set aside for per diem substitute coverage, as well as per session for additional planning and meeting times.
  - Per diem coverage: 5,000
  - Per session for planning: \$2,000

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the mid-point of the school year, school leadership will analyze the trends in teacher ratings in Danielson components 1A, 3B, and 3C. At least 75% of teachers will have had two observations completed, in which they have received Effective or Highly Effective ratings in components 1A, 3B, and 3C.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS 2 conducted a comprehensive needs assessment related to whether the classroom and school culture is safe, supportive, and appropriately challenging. Data analysis revealed the following:

- **Strengths:** Parents and teachers feel that PS 2's culture is overall safe and positive.
  - The 2014-2015 Learning Environment Survey showed that 93% of teachers agree or strongly agree that students are safe in their classrooms.
  - The 2014-2015 Learning Environment Survey showed that 78% of parents and 85% of teachers report that all or nearly all of students feel it's important to come to school every day.
- **Needs:** A clear protocol around conflict resolution needs to be developed. Particularly challenging behaviors need special attention.
  - The 2013-2014 Learning Environment Survey shows that 34% of staff feel that the school needs a program or person to help students resolve conflicts; similarly, 34% of staff feel that they would like assistance with addressing student behavior; further 37% of staff report that the school can do a better job teaching students the social-emotional skills needed to succeed and be prepared for the next grade level.
  - A review of the minutes from School Leadership Team (SLT), Consultation Committee, and staff meetings indicate that staff consistently bring up concerns about students struggling to resolve conflicts independently, as well as express a need for more attention to our students’ social-emotional needs.
  - Some students demonstrate consistent, challenging behaviors. Recidivists (students involved in more than one incident) account for 67% of all incidents. Students have a variety of social-emotional needs and have to develop the skills needed to resolve conflict. OORS reports show that only 11 students (1.5% of the total student population) are recidivists.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all PS 2 students and staff will participate in partnerships that create a more positive, safe, and inclusive environment at the school, as measured by a 50% reduction in the number of students who are recidivists, as reflected in OORS.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All students and staff will be trained in Positive Behavior Intervention Supports (PBIS). PS 2's school matrix will be shared prominently (Safety, Trust, Accountability, Respect -- STAR), teachers will develop lesson plans and skits to support the implementation of STARS, students will receive consistent acknowledgements for positive behavior.</p> <p>At the close of the 2014-2015 school year, staff members selected professional texts for summer reading. These texts will also be used in book clubs at the start of the 2015-2016 school year. Twenty-five percent of staff members selected <i>Lost at School</i> by Ross Greene. After these teachers read the text, they will share Greene's Collaborative Problem Solving model with colleagues during a cycle of professional learning.</p>	<p>All students All staff All staff Students with challenging behaviors</p>	<p>January-June 2016  January-June 2016</p>	<p>Principal Assistant Principal PBIS Team (guidance counselor, representatives from grade teams) Principal Assistant Principal Lost at School Book Club Members Other Staff Members</p>
<p>All students will participate in: cooperative activities run by Playworks -- at recess and in the classroom. There will also be enrichment run programs (Junior Coach Leadership program, intramural sports). Teachers and recess staff will be trained to play cooperative games and handle students conflict resolution skills.</p>	<p>All staff All students</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principal Classroom Teachers School Aides</p>
<p>In keeping with new Chancellor's Regulation A-411, PS 2 will establish a crisis de-escalation team. This team will meet monthly to place students into behavior "tiers." Students with Tier 3 behaviors will be assigned a staff "case manager" who will work intensively with these students, as well as with their family members.</p>	<p>Crisis De-escalation Team Members Students with Tier 3 behaviors</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principal Special Education Coordinator RTI Team</p>

	Parents and Guardians		PBIS Team Guidance Counselors
The Parent Coordinator will plan at least two workshops -- one at the start of the school year and one at the end -- to address using positive behavior supports at home.	Parents and Guardians	December 2015 April 2016	Principal Assistant Principal Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• HUMAN RESOURCES: The Guidance Team, PBIS Team, and Crisis De-escalation Team will be critical to achieving this goal. They will report weekly to the Principal and Assistant Principal on their progress and on student needs during Cabinet meetings.</li> <li>• INSTRUCTIONAL RESOURCES: Staff will continue to develop resources for PBIS implementation (this process was begun during the 2014-2015 school year); acknowledgements will be identified and ordered. <ul style="list-style-type: none"> <li>○ Per Session for PBIS Planning: \$1,000</li> <li>○ Acknowledgements for PBIS: \$1,000</li> </ul> </li> <li>• SCHEDULE ADJUSTMENTS: Playworks staff will be scheduled to meet every other week with each classroom to teach cooperative games and conflict resolution skills. Their Junior Leadership program and Intramural Sports league will also require scheduling adjustments. The Crisis De-escalation Team will have time set aside to meet as needed.</li> <li>• BUDGET: Funding will be set aside to pay for Playworks. <ul style="list-style-type: none"> <li>○ Playworks: \$15,000 (program costs a total of \$30,000, but \$15,000 will be paid for by the PTA)</li> </ul> </li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the midpoint of the school year, OORS data will be analyzed to identify the nature of behavior issues, as well as the rates of recidivism. We expect to see the number of recidivists dropping by 50%, as well as the number of Discipline Code incidents entered into OORS declining by 40% (as compared with the same point in the 2014-2015 school year).
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS 2 conducted a comprehensive needs assessment related to the environment that we provide for families and how we take advantage of community resources to enrich the civic life of the school. Data analysis revealed the following:  
Welcoming Environment for Families

- **Strengths:** Families report that the school is a warm, welcoming place.
  - The 2014-2015 Learning Environment Survey shows that 85% of families feel they are greeted warmly when calling or visiting the school, while 78% of families feel that teachers try to understand their problems and concerns.
- **Needs:** PS 2 must provide additional opportunities for parents and guardians to attend school events, as well as communicate with families in multiple ways about the importance of attending special activities, in addition to parent-teacher conferences.
  - The 2013-2014 Learning Environment Survey shows that 47% of families report being invited to the school for an event or workshop multiple times during the school year. Though parents are invited to events at least once a month, this data suggests that we need to reach out to families in multiple ways and consider varying event times so that more families can attend.
  - Data comparing parent-teacher conference attendance with attendance at other, non-conference events (Family Friday, Family Night, parent workshops) indicates that families are far more likely to attend conferences (1,015 parents attended) than another type of event (138 parents attended a recent Family Friday)

### Takes Advantage of Community Resources

- **Strengths:** PS 2 develops long-standing partnerships with organizations that allow us to provide enriching experiences for our students that they look forward to year after year.
  - PS 2 has partnered with the National Dance Institute (NDI) since 1982 and was recently featured on a PBS NewsHour segment about NDI.
  - PS 2 has partnered with Chess-in-the-Schools since 2006, providing chess instruction to our 3rd, 4th, and 5th graders since then.
- **Needs:** PS 2 will continue to establish partnerships with community organizations to further enrich the educational experience of our students, support the social-emotional growth of our students, as well as introduce families to the many resources available in the community.
  - According to PS 2’s 2013-2014 Arts in Schools report, we have one partnership with an external cultural organization -- National Dance Institute -- that provides dance instruction to our fifth grade students; students need additional opportunities to attend arts learning opportunities in school or outside of school.
  - Currently, PS 2 offers chess instruction to students in grades 3, 4, and 5 through Chess in the Schools. Students in grades 3, 4, and 5 also participate in City Soccer in the Community. Students in pre-kindergarten through grade 2 are in need of enrichment activities that are aligned with the curriculum.

- As noted in our Supportive Environment goal, PS 2 teachers need additional support to develop students' social-emotional and conflict resolution skills. Strong community partnerships will provide that support, as well as introduce families to resources in the neighborhood to get the help they need for their children.

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of families will attend a classroom- or school-based celebration where students showcase their learning as a result of a partnership with a community-based organization, as measured by attendance on sign-in sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PS 2 will partner with the Abrons Arts Center at the Henry Street Settlement in the 2015-2016 school year to integrate the arts into an interdisciplinary unit of study on one grade. This arts integration will particularly address the needs of our English language learners and students with disabilities, as they will have the opportunity to express their learning in multiple modalities.</p> <p>Families will be invited to a celebration at the end of the study, and be invited to family programs at the Abrons Arts Center. This will enhance student learning in this unit of study, as well as introduce families to programs at the Henry Street Settlement, a valuable neighborhood resource.</p>	<p>Students and teachers on one grade level (TBD)</p> <p>Parents and guardians</p>	<p>April-June 2016</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Parent Coordinator</p> <p>PS 2 Art Teacher</p> <p>Classroom Teachers</p>

<p>PS 2 will partner with CookShop to support the first grade interdisciplinary unit on plants we can eat. Teachers will receive professional development in the CookShop model and will prepare healthy, plant-based recipes with their students throughout the year. This program will particularly address the needs of our English language learners and students with disabilities, as they will learn critical vocabulary, as well as engage in hands-on learning.</p> <p>The Parent Coordinator will also host at least six family workshops on cooking with children.</p>	<p>Students and teachers in first grade</p> <p>Parents and guardians</p>	<p>December 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Parent Coordinator</p> <p>First grade classroom teachers</p>
<p>PS 2's Playworks Recess Coach will host two after-school "recesses" on Parent-Teacher Conference days to share with families the cooperative games that students are learning in school, as well as encourage play with family members.</p>	<p>Students in K-5</p> <p>Parents and guardians</p>	<p>November 2015, March 2015</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Playworks Recess Coach</p> <p>Playworks Junior Coach Leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• HUMAN RESOURCES: Our Teacher Team leaders, and Parent Coordinator will be key to achieving this goal. They will report weekly to the Principal and Assistant Principal on their progress during Cabinet meetings.</li> <li>• INSTRUCTIONAL RESOURCES: All resources needed for these partnerships will be provided by the organizations with whom we are collaborating.</li> <li>• SCHEDULE ADJUSTMENTS: Time will be set aside for Teacher Teams to meet with teaching artists and other partner organization staff. Teachers will also have time to attend professional development hosted by the partner organizations.</li> <li>• BUDGET: <ul style="list-style-type: none"> <li>○ Playworks recess supplies: \$500</li> <li>○ Abrons Arts Center partnership (inclusive of supplies/resources): \$3,600</li> <li>○ CookShop: No cost</li> </ul> </li> </ul>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, school leadership will measure how many families have attended at least one event at PS 2, and will reassess marketing and PR strategies if less than 50% of families have attended one event.</p>

In addition, school leadership will meet with Teacher Teams to assess the value of these partnerships in February 2016. Further, family surveys will be developed and translated to determine how valuable parents and guardians found these partnerships to be, and whether they took advantage of the family programs and services offered by these community organizations. The results of the Teacher Team meetings and family surveys will inform decision-making for the 2016-2017 school year.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student falls in the bottom 10% of the grade based on their assessed independent reading level using the Fountas and Pinnell Benchmark Assessment System.	Leveled Literacy Intervention (guided reading and Word Work) Foundations (double dose) Achieve 3000 iReady Reading Recovery (1st grade only)	Small group One-to-One	During the school day
<b>Mathematics</b>	Student falls in the bottom 10% of the grade based on a universal mathematics screener.	Math facts practice Guided practice with multi-step word problems	Small group	During the school day
<b>Science</b>	Student falls in the bottom 10% of the grade based on the grade level assessments in science.	Modifying curriculum Use of technology Includes readings, use of hands on, interactive activities for the unit of study	Small group	During the school day
<b>Social Studies</b>	Student falls in the bottom 10% of the grade, based on the grade level assessments in social studies.	Modifying curriculum Use of technology Includes leveled texts for units of study.	Small group Teacher monitored for individuals	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student who demonstrates consistent emotional distress and/or behavior, struggles that cannot be resolved by the classroom teacher	At-risk counseling, collaboration with teacher, parent coordinator & social work to determine needs	One-on-one or small group, depending on the severity of the problem	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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.
<p>Administrators peruse resumes and look for teachers who have teaching experience in the license area of need. If needed we 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:</p> <ul style="list-style-type: none"> <li>- Knowledge of literacy curricula, and experience with the Teachers College Reading and Writing Project Units of Study</li> <li>- Knowledge of mathematical pedagogical strategies, and experience with the Math in Focus curriculum</li> <li>- Classroom management techniques that candidates feel will be helpful or have been helpful</li> <li>- 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</li> <li>- Examples of effective communication with families</li> <li>- 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.)</li> </ul> <p>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.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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 principal and/or assistant principal extend themselves to provide the pacing calendar and set up times to meet and provide support. We have had a Teacher Development Coach for the past two years to support teachers in different modules of support around the Danielson Framework. The support includes: modeling lessons, discussing student work and setting up inter-class 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.</p>

The mentoring process, along with ongoing support from PS 2's system of support has proved to be very successful in terms of retaining new teachers. Teachers report feeling supported by their mentor, those on their grade, and other 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. 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 or the DOE for our new Integrated Co-Teaching (ICT) teams
- Classroom inter visitations to observe effective practices
- School inter visitations 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
- De escalating conflict
- Supporting students academically
- Special education rules and regulations

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

**4a. 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 community based pre-school where many of our incoming kindergarten families are enrolled. They bring these families to visit our kindergarten 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 each grade. 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.

**4b. 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. All grade teams use the 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 is 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 have started creating these assessments. Grade-based Math Liaisons started the initial development, shared them with their grade teams for feedback, and now need to finalize the assessments with the Administrative Team.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	512,729.00	x	5A, 5B, 5E
Title II, Part A	Federal	162,706.00	x	

Title III, Part A	Federal	36,024.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,922,486.00	x	5A, 5B, 5E

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. 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 the school and the families. The 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 the school community. P.S. 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;

The 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 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;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

P.S., 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

### **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: <u>[002] Meyer London</u>	DBN: <u>02M002</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>11</u>
# of certified ESL/Bilingual teachers: <u>8</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

According to a study by the National Assessment of Educational Process [NAEP] found that 44% of a representative sample of the nation's fourth graders were low in fluency. The study also found a close relationship between fluency and comprehension. Students who scored low on fluency also scored low on comprehension. Other studies indicated that a readers theater program can effectively enhance reading fluency, and subsequently comprehension. That is why we have chosen to use the Readers' Theater scripts as mentor texts, Students will be fully immersed in the process of reading 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 is 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 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

## Part B: Direct Instruction Supplemental Program Information

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 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.

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## 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 Lobel's 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

### Part C: Professional Development

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 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

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.

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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>002</b>
School Name <b>Meyer London</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Bessie Ng</b>	Assistant Principal <b>Joanna Cohen</b>
Coach <b>Sarah Benis Scheler Dolberg</b>	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Sandra Reina</b>
Teacher/Subject Area <b>Janice Lee/ ESL Coordinator</b>	Parent <b>Maggie Chin</b>
Teacher/Subject Area <b>Tracey Adler/ ESL teacher</b>	Parent Coordinator <b>Vera Chang</b>
Related-Service Provider <b>Lucilla Chan/Spec. Ed. Coord.</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Bonnie Laboy</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>670</b>	Total number of ELLs	<b>242</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <b>Mandarin</b>
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	1	1	1	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	242	<b>Newcomers</b> (ELLs receiving service 0-3 years)	237	<b>ELL Students with Disabilities</b>	46
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	29			0			0			0
<b>DL</b>	0	0		0			0			0
<b>ENL</b>	208			13			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

## 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
SELECT ONE														0
Chinese	0	17	9	3	0	0								0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>    </u>
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Freestanding English as a New 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		0	0									0
Chinese	50	33	36	29	44	19								0
Russian														0
Bengali														0
Urdu														0
Arabic	0													0
Haitian														0
French														0
Korean				0	1									0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	24	7	3	2	10	1								0
<b>Emerging</b> (Low Intermediate)	11	8	3	2	7									0
<b>Transitioning</b> (High Intermediate)	5	6	4	1	7	2								0
<b>Expanding</b> (Advanced)	10	30	32	26	16	15								0
<b>Commanding</b> (Proficient)	17	7	9	33	21	42								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	4	7								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		7	9	31	21	42								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	16	13	0	0	0
5	7	12	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	5		10		14		5		0
5	4		9		4		3		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		11		53		49		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0			
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	5	12	15	0				

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use the following assessment tools to assess the early literacy skills of our ELLs: NYSITELL scores, Foundation, Fountas and Pinnell Benchmark Assessment System and due to the lack of Native Language assessments (Chinese), we do not have any formal native language assessments. However, our staff administers an informal survey to ascertain the students' performance in their native language communication and oral expression. The data includes the child's skills in print concepts and knowledge of letters and sounds, which then can be used to group the students to then transition to guided reading groups. This information informs the teacher about the levels of the students which then is used to create the instructional plans. All instructional practices are aligned to the NYS Common Core Learning Standards.  
 Guided reading helps individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. The small group allows for interactions and individual attention. It also gives the students more opportunities to speak and develop their oral language, which is part of the school's instructional focus.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After reviewing the data, the information reveals that our years of work on improving students' literacy has taken root. While overall the data informed us that our ELLs need to work on the expressive domain (speaking and writing), the students' reading comprehension skills have shown a leap forward. It is evidenced by students' reading and listening performances as indicated in the current NYSESLAT score report. We will continue to support our ELL students in their literacy development. Our goals this year will be 1) We will focus on supporting students in skills development in the expressive domain by targeting students' speaking and writing skills; 2) enhance students' reading comprehension skills in narratives as well as expository/informational texts. The data patterns illustrated a scenario where students in each grade did not perform as well in writing and speaking than in reading and listening, which is also an indication where staff development with our teachers needs to be placed. Other than teacher training, we will review our reading and writing curriculum to include more content-related expository texts.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We review the data from AMAO tool to...

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning and aligned instruction to the Common Core Learning Standards
- Document and share best practices across districts, clusters, networks, and schools
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions
- \* Plan for professional development for the staff.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Due to the lack of a formal Native Language assessments (Chinese), we do not have any formal native language assessment data. However, our staff administers an informal survey to ascertain the students performance in auditory comprehension and oral expression in the native language. The data reveals that our students in the lower grades (K - 2) are performing better in the native language in the areas of speaking and listening. The students in the upper grades (3 - 5) are doing better in reading and writing in English. Our teachers use this information to group the students for instruction. This information informs the teacher about the levels of the students which then is used to create the instructional plans. All instructional practices are aligned to the NYS Common Core Learning Standards.

b. We do not use the ELL Periodic Assessment. They take the same assessment as the general education students. The Student home language is used as a support when needed.

c. We do not use the ELL Periodic Assessment. They take the same assessment as the general education students. The Student home language is used as a support when needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Students are placed into Tier 2 groups based on skills and needs. 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 student's new 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

- \* explicit teaching of 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

We speak to the classroom teachers to make sure students language instructions is differentiated throughout the school year.

7. For dual language programs, answer the following:

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

NA

The Bilingual and ESL teachers will work together by grades to do an an inquiry study to help us meet the needs of our students.

We will continue to provide our ELLs with programs that are aligned to the CCLS and offer them the necessary ESL, ELA and NLA instructions as needed. For the last two years our ELLs have met the AMAO.

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

Each year, we review the AMAO tool to see if our program are successful and that our ELL students are meeting AYP. 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. In Spring 2014, we had a greater number of ELLs scoring profient across the grades. Students in 2nd grade and 4th grade scored proficient in the double digits. PS 2 staff will continue to participate in additional ESL

professional development to align curriculum with the instructional shifts involved in the Common Core. We will look at the progress each ELL makes in their classrooms, listen, talk, read and ask questions about students' work.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

A number of structures are in place to ensure that the parents of our ELLs understand all of our school's program choices, options and rights they are entitled to. At registration, the intake team are made available to help all new parents with registration. They help the parents to complete the HLIS to see if their child is eligible for NYSITELL testing. Licensed pedagogues, who have been fully trained administer the intake interview with the child and parent to determine language of preference. These provisions are made to ensure the placement process is completed within 10 days.

The ESL team's schedule is posted in the office by the pupil accounting secretary. When a new parent registered, 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 the child is eligible for NYSITELL testing. If the child is eligible for testing, then the ESL team member will test the child within the first 10 days of entering the school. Spanish speaking ELLs will also be given Spanish LAB-R by our Spanish speaking guidance counselor after they complete the NYSITELL within the first 10 days of the child being in school.

The ESL team will send entitlement letters of ELL status notification within 5 school days to parents to inform them of their child's results and that they have the right to appeal the ELL status within 45 days of enrollment. All correspondences will be sent home in English and parents' preferred language [Chinese/ Spanish] 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 meet with our ELL parents in the morning, right after they drop off their child. Chinese and Spanish translators are provided at the Parent Orientations and meetings to answer questions and help to complete Parent Selection form. This process will be completed within 10 school days.

We will have ongoing process to meet, inform and help our new ELL parents with the identification process in a timely manner. The ESL Coordinator, Pupil Accounting Secretary and the Parent Coordinator will work together with all new parents entering our school. New ELL parents will be notified that they can come in any Tuesday afternoon during our Parent Engagement time and Friday mornings to view the Parent Video, and complete the Parent Survey and Selection Form. Parents are informed that they can go onto the DOE website in the parent section to view all videos and materials in parent's preferred language. They are notified that if they do not return the Parent Selection form, the default program for ELLs is Transitional Bilingual Education as per New CR Part 154.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

They will follow the ELL Identification Process and take the NYSITELL. The student's classroom teacher in grades 3-5 will give the student the SIFE Oral Interview Questionnaire and collect informal observation on student to help determine SIFE status. A student's SIFE status will be determined within 30 days of enrollment but it can be modified up to 12 months of initial enrollment. Once a SIFE student scores transitioning /intermediate level on the NYSESLAT, the SIFE status is removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

We will form a language proficiency team to help determine students' language acquisition needs for newly enrolled students entering NYS Public School with IEP's. At registration, the parent is asked if the child has an IEP, and if so, they are asked to bring it in. The LPT Team will include :Student's classroom teachers', ESL teacher and Special Education Coordinator ,an administration and student's parent or guardian will work to review the students' case. The team will meet to determine if the students' language acquisition needs and should take the NYSITELL. When the team meets they will invite the student's parent in their preferred language to the meeting and a translator will be provided throughout the process. The Appendix of EPRG for SIFE is also used for identification.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within the first two weeks of September, ELLs' parents all receive ELL status notification letters in English and their native language from the school informing them of their child's ELL status for the new school year. The Entitlement letters are sent to the newly identified ELLs and to those students who are not entitled. Continued Entitlement letters are sent to parents' of continuing ELLs, those who passed the NYSESLAT in the Spring with a copy of the NYSESLAT Parent Report when it is available.

By the third week of the school year, after the Entitlement letters are back-packed home to the parents, all new ELL parents are invited to the first ELL Parent Orientation after the NYSITELL testing has been completed. In the third week of the school year, an initial ELL Parent Orientation is held. After the initial ELL Parent Orientation, the ESL Coordinator will follow up with classroom teachers to collect the outstanding Parent Selection forms. All Parent Selection forms are to be collected no later than the last week of October. The ESL Coordinator will maintain a copy of all letters such as: Entitled, Non-Entitled, Continued Entitlement letters will maintain a master check-list which is updated regularly, to ensure that all correspondence and compliance concerns of ELL parents are distributed and collected in a timely manner. All relevant reports, lists of ELLs, and ELL electronic files are kept by the ESL Coordinator and will be reviewed by the Principal at monthly meetings.

An on-going process is also taking place to ensure ELL parents are informed and ELL students are served. All new ELL parents are invited to Parent Engagement times to review the video and complete Parent Survey every Tuesday afternoon and Friday morning. This ongoing process will help to keep our parents informed. A week before the school's Parent-Teacher conferences in November and March, the ESL Coordinator will follow up with any ELL parents who did not return the Parent Selection forms again. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences in the morning or evening sessions to help them get information and to complete the necessary forms.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At our ELL Orientation, parents will be informed in their native language that they can appeal within 45 days. Parents and students have the right to a re-identification process within days of initial enrollment. We will also include this information on their ELL status letters that are backpacked home.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 the 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 student meet or exceed NYS and City standards. They will complete survey after meeting and ask questions. We will check off parents that return the forms. Parents who miss the first ELL Orientation or register afterwards will be invited to come during Parent Engagement time on Tuesday afternoons to view video, ask questions and complete survey. We will make phone calls on a monthly to update our files when needed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ESL Coordinator and the ESL team will follow up with classroom teachers to collect any outstanding Parent Selection forms. The ESL Coordinator will maintain a copy of all letters such as: Entitled, Non-Entitled, Continued Entitlement letters and will keep a master check-list [electronic/hard copy] which will be updated regularly, to ensure that all correspondence with ELL parents and compliance concerns for them are distributed and collected in a timely manner. All relevant reports, lists of ELLs, and ELL electronic files are kept by the ESL Coordinator.

We have an on-going process that invites all new ELL parents to Tuesday afternoon Parent Engagement to view the video, ask questions and complete Parent Survey throughout the school year. We also will follow up with any ELL parents who did not return the Parent Selection forms during Parent-Teacher Conferences in the morning or evening sessions to help them get information and to complete the necessary forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL coordinator or our Parent coordinator will send notice(s) and /or call home to schedule an appointment to complete and return the form.
9. Describe how your school ensures that placement parent notification letters are distributed. The ESL Coordinator will review the NYSESLAT data and distribute all ELL placement notification letters to the classroom teachers and will maintain a master list to check off what has been distributed. The ESL team also follows up with the classroom teachers when they attend weekly CP meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We have over 300 ELLs in our school, so we have added a return tear off on the bottom of all entitlement and non entitlement letters for parents to return to the school and we check off that slips are returned. All original papers are placed into ELL students cumulative folder. We will scan all new incoming ELLs' HLIS and Parent Selection forms to be kept in an electronic file ESL Coordinator's room and it is update every month. The master list on file will be updated regularly to ensure that we have all our ELLs' documentations.
11. 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 ordering and scheduling the NYSESLAT. The four subtests are administered as per the instructions 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 materials are collected after each sub-test 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. We have a master check list for all three sub-test and we take attendance for each day of the test to ensure that every ELL took all three parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After we review of the NYSESLAT data, the ESL coordinator will prepare the continued entitlement and transitional support letters for the ELL students. The ESL team will give the letters to the classroom teacher during their grade planning meeting for the ELL students to back-pack it home. Classroom teachers are requested to have ELLs return the tear off to the coordinator to confirm receipt and then returned to classroom teacher to be placed in students cumulative folders.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on recent data and Parent Surveys and Program Selection, the programs we offer at our school are aligned with our parents' requests. The majority of our new ELL parents have selected to have more ESL services or Self -Contained ESL classes, so we have a self- contained ESL class on every grade K-5. We have transitional bilingual classes in grades 1-3 and four 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.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

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. Entering and Emerging ELLs, require 2 units of ESL study per week and Transitioning and Expanding ELLs, require 1 unit of ESL study per week. These services will be provided by our ESL team and cluster teachers that have ESL certification.

- b. TBE program. *If applicable.*

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 75% of instruction in student's native language and 25% 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. Entering and Emerging ELLs in TBE classes will receive 2 units of daily Home Language Arts [Chinese] and the Transitioning and Expanding ELLs, will receive 1 unit of daily of Home Language Arts [Chinese].

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 students are grouped heterogeneously into general education classes, ESL or Bilingual classes as determined by NYSESLAT and NYSITELL 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 small Reading Groups, ESL teachers, Speech/Language Therapy, Hearing Therapy, Reading Recovery, Reading Rescue, 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 our RTI Team and our principal have been instrumental in matching the available services with the at-risk students' need

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.

c. DL program. *If applicable.*

NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 did not use this report this year because it is unavailable.] We used the RLAT report to determine the mandated numbers of instructional hours that are needed. Then the ESL teacher will work out the schedule with the classroom teachers to best serve their ELLs.

3. Describe how core content is delivered in each program model. 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.

In the TBE model, the teachers prepare for their lessons to ensure that the students are introduced to the vocabulary of the new content area. Texts with lots of pictures that support the lesson are used. Students are encouraged to read books that are at their own individual levels and are assessed on a regular schedule by the classroom teacher. Small group work with students based on teacher assessments provide the support for the students as needed. In these small guided groups, students are encouraged to listen, speak and talk about the work. Children are taught to turn and talk to their partners as teacher pose questions to be discussed. Then there are opportunities for students to share what they have talked about. Talking in small groups, helps to build language and confidence to share in whole class settings.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Due to the lack of a formal Native Language assessments (Chinese), we do not have any formal native language assessment

data. However, our staff administers an informal survey to ascertain the students performance in auditory comprehension and oral expression in the native language. The data reveals that our students in the lower grades (K - 2) are performing better in the native language in the areas of speaking and listening.

At registration time, the parents are interviewed by our bilingual Chinese Parent Coordinator, Chinese bilingual family worker or pupil accounting secretary and then the licensed pedagogue who speaks the same language will continue with the interview process with student and parent to determine language preference.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL Team participates in grade planning meetings at the end of the school year, weekly grade meetings and Monday PD after-school sessions to share ELL information and turnkey district and city professional development information about ELLs.

During our Title III program, our teachers are required to include the four modalities into their lessons and they will do formal/informal assesments throughout the program. In May the TBE students in grade 3-5 are given the Chinese Reading Test to assess their Chinese reading level.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We differentiate our instruction for ELL subgroups 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 the language skills they need to function successfully in their new

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 Developing/ Long-Term ELLs who have been receiving services 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. 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 ELLs 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. They also have access at home as well

to continue the work in school.

Our Former ELLs will continue to get 2 years of integrated ESL service and will be invited to join clubs, participate in test prep sessions and in after-school programs. They will 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 during the first period 3 days a week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Any student who has been re-identified as ELL or non-ELL will receive the support and instruction needed. Based on the assessments given, the student will be programed to have the best mode of instruction that will best benefit the student both academically and

emotionally. We may have this child discussed at an AIT meeting in which the past and present teachers be present to provide a

smooth transition for the student. If the child has not been in the school, phone calls to the former school or speaking to the parent

and or student may give more information about this child.

8. 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 Foundation and 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>).

Instructional materials include but not limited to the following:

Foundations, Fountas and Pinnell Leveled Literacy Intervention, Building Literacy for Life, Great Leaps, Reading Rescue RIGOR(Reading Instructional Goals for Older Readers), Navigators (Benchmark), Dual language fiction and non-fiction series, Read & Achieve Content Testing Strategies, manipulatives, videos and realia, and hands-on experiments.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 three self-

contained special education class for grades K-1, 2-3 and grades 4-5. 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

Chart

grade

taught by an ESL trained instructor. ESL teachers use a push-in model so as not to remove the ELL student 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 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 'strength', 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.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

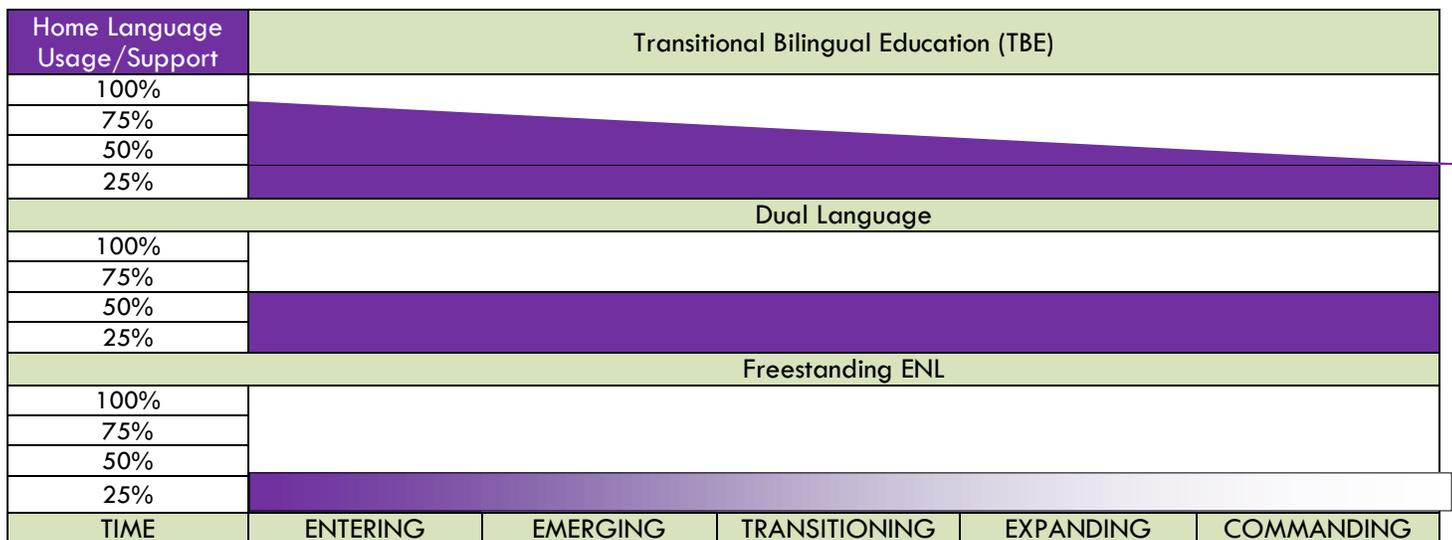


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 in 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 and focus on the development of the expressive domain, speaking and writing. Students are engaged in Readers Theatre and are required to research background information on how historical, social, and cultural underpinnings of the plays they perform so that their performances can be enriched by these understandings.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As ELLs in our school reach their proficiency by passing the NYSESLAT they continue to get extra attention in order to ensure academic success. Advanced students will participate in buddy reading with younger ELLs. They will continue to be invited to ELA and Math test preparation throughout the school year. All Former ELLs will continue to have the same testing accommodations as regular ELLs for up to two years after passing the NYSESLAT for transitional support. They are invited to participate in all after-school programs if needed.
12. 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 were awarded an AppleConnectED grant in which all our students will receive an Ipad to use. Included in this grant will be many programs that the teachers can use for whole class and small group work. With this new technology, our students will find more engaging ways to learn and many will be able to have differentiated, leveled texts to work with.
13. What programs/services for ELLs will be discontinued and why?  
We will not discontinue any program or service at this time.
14. 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]
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
We will continue to utilize the instructional materials in the bilingual and ESL classrooms as well as the ESL Resource room for all our ELLs to use. Each Bilingual classroom has a variety bilingual texts 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...] All classroom have smartboards, laptops. We were also award the Apple ConnectED grant that will give each student an I-PAD, Laptop for teachers, and Apple TV in every classroom. We will have ongoing support with Apple Education.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our ENL classes, we use native language to support understanding, to preview or review content lessons and as a scaffold to clarify topics and when the scaffold is not needed it is removed. We use bilingual dictionaries and glossaries. We also have bilingual literature books on tapes and CDs for students to borrow for home use.  
In our TBE classes, the Bilingual teacher will use the native language to teach 2 units of content instruction. They have bilingual dictionaries and glossaries, bilingual literature and mentor texts that are used with TC Reading and Writing project. The bilingual classroom teacher have bilingual literature books on tapes and CDs for students to borrow for home use. We also have a lending library of bilingual books on tape/CDs for parents to borrow in the ESL room.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We offer our new students and their parents an invitation to attend a Newcomer Orientation in June to learn about PS2 that is presented by our bilingual Parent Coordinator and the ESL team . We review what is expected in kindergarten and how the parents can help them get ready for school. The ESL team reviews the process of identifying ELLs and share with them the types of programs offered at our school. Since some kindergarten will arrive with little or no English language skill, they will receive native language instruction to further develop literacy and language in their L1 with our bilingual teachers. 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. Current and former ELLs in grades 3-5 are invited to participate in test prep sessions and Title III enrichment program through November - May. Licesened ESL and trained teachers work in the Title III extended day program that focuses on speaking , writing and language development for our ELLs. Many of our future ELLs go to the difffferent CBOs in and around our school for summer camp and after-school homework help programs.

19. What language electives are offered to ELLs?

We offer no language electives at this time to our ELLs

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Because PS 2 has such a large population of ELLs, all of our teachers participate in professional development that addresses the needs of ELLs. Specifically, teachers will engage in the following professional learning:

1. Kellogg Foundation-funded work with the Asian-American Federation and 6 Chinatown-based schools

This three-year grant has provided resources for PS 2 to work with neighboring schools to improve academic outcomes for ELLs. In the 2015-2016 school year, three of PS 2's ESL teachers will participate in 6 full-day intervisitations and collaborative work with their neighborhood colleagues on the following topics:

- differentiation of instruction for ELLs (10/1/15 and 1/14/16)
- specific strategies from the text, *Making Thinking Visible* (11/19/15)
- deconstruction of complex texts in Social Studies (2/25/16)
- oral language development (5/5/16 and 6/16/16)

During intervisitations, teachers observe a lesson that includes particular supports for ELLs, they debrief the lesson together, and share best practices they have learned. Next, PS 2's three teachers will turnkey strategies learned on the last Monday of every month during the school's professional development time:

- 10/25/15
- 11/30/15
- 1/25/16
- 2/29/16
- 5/23/16
- 6/20/16

A library of teaching strategies and other resources has also been shared with teachers via the Asian American Federation's Google Drive account.

2. Development of content-based, interdisciplinary units of study with an external consultant

All teachers are working with educational consultant, Sarah Benis Scheier-Dolberg, to develop at least two content-based, CCLS-aligned, interdisciplinary units of study that will be taught this year. PS 2 staff felt that interdisciplinary curriculum, in which students encountered the same content, concepts, and vocabulary throughout the day, would best meet the needs of our large population of ELLs. As a result, we have invested a lot of professional development time in learning how to write interdisciplinary units, curricular design using the Understanding by Design (UbD) Framework, and integrating project-based learning.

Teachers will further work with Dr. Benis Scheier-Dolberg to:

- develop a coherent set of beliefs about how PS 2's ELL students learn best
- look at student work to identify student strengths and weaknesses
- develop a common definition of the word "rigor," and what it looks like in classrooms

Dr. Benis Scheier-Dolberg will be working with staff on the following dates:

- 10/6/15, 10/19/15, 10/22/15, 10/26/15, 11/3/15, 11/9/15, 11/23/15

3. Participation in professional book clubs related to the needs of ELLs

At the end of the 2014-2015 school year, teachers selected a professional text to read over the summer to deepen their practice in working with ELLs. Teachers chose from the following texts:

- *Collaboration and Co-Teaching: Strategies for English Language Learners*
- *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover Their World Through Inquiry*
- *Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary School*

Starting in December 2015, teachers will meet in book clubs to discuss the strategies in these professional texts. They will try out strategies in their classrooms and debrief during each book club session.

4. Professional learning using the text *Writing Pathways* to plan writing instruction

PS 2 purchased several copies of the book *Writing Pathways*, which provides learning progressions in writing for students in kindergarten through grade 8. Teachers are working with a Department of Education coach to review the learning progressions, look at student work using the CCLS-aligned rubrics, and plan for small-group instruction.

The coach will complete cycles of this work with 3 grade levels, grades 1, 3, and 5, (inclusive of the ESL teachers that work with these grades) over the course of the school year. These sessions will help teachers to see the specific areas in which their ELLs are struggling in writing -- whether with the development of their piece, language conventions, or structure.

#### 5. DOE-sponsored professional development related to ELLs

Teachers are welcome to attend professional development offered by the Division of English Language Learners and Student Supports (DELLSS). All teachers take notes on these sessions, share their learning at teacher team meetings, and post their notes in PS 2's shared Professional Development Google Drive folder.

#### 2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Because PS 2 has such a large population of ELLs, all of our teachers participate in professional development that addresses the needs of ELLs. Specifically, teachers will engage in the following professional learning:

##### 1. Kellogg Foundation-funded work with the Asian-American Federation and 6 Chinatown-based schools

This three-year grant has provided resources for PS 2 to work with neighboring schools to improve academic outcomes for ELLs. In the 2015-2016 school year, three of PS 2's ESL teachers will participate in 6 full-day intervisitations and collaborative work with their neighborhood colleagues on the following topics:

- differentiation of instruction for ELLs (10/1/15 and 1/14/16)
- specific strategies from the text, *Making Thinking Visible* (11/19/15)
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During intervisitations, teachers observe a lesson that includes particular supports for ELLs, they debrief the lesson together, and share best practices they have learned. Next, PS 2's three teachers will turnkey strategies learned on the last Monday of every month during the school's professional development time.

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Teachers will further work with Dr. Benis Scheier-Dolberg to:

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The coach will complete cycles of this work with 3 grade levels, grades 1, 3, and 5, (inclusive of the ESL teachers that work with these grades) over the course of the school year. These sessions will help teachers to see the specific areas in which their ELLs are struggling in writing -- whether with the development of their piece, language conventions, or structure.

5. DOE-sponsored professional development related to ELLs

Teachers are welcome to attend professional development offered by the Division of English Language Learners and Student Supports (DELLSS). All teachers take notes on these sessions, share their learning at teacher team meetings, and post their notes in PS 2's shared Professional Development Google Drive folder.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The fifth grade teachers have the opportunity to take their students to visit the middle school before the selection process and they get a copy of the middle school offering. Classroom teachers also provide mock interviews for the fifth graders to give them a preview of this process but also to encourage the verbal communication by the students.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Because so many of PS 2's students are ELLs, all of our professional learning is geared toward meeting the needs of ELLs. All of the activities described above have a particular focus on strategies for ELLs, and they comprise the vast majority of PS 2's professional learning for the 2015-2016 school year. Therefore, our teachers more than receive the 15% of PD hours required under CR Part 154; as well, our bilingual and ENL teachers more than receive the 50% of PD hours required. Teachers keep records by sharing agendas and notes from professional development sessions. Administrators monitor sign-in sheets to ensure teachers are in attendance.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At the mandated Parent Orientation ,we tell parents that they can make an appointment any Tuesday afternoon during Parent Engagment time to disscus concerns they have for their child. There are staff members who can help to translate when needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We have an agenda and sign in sheets for all meetings with parents which are kept on file with theParent Coordinotor and the ESL Coordinator/ We keep notes of the meetings in a student folder/notebook for future reference . If a phone call is made a note is indicated in the students file

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents volenteer to go on trips with the child's class, help out during PTA events throughout the year, attend Family Fridays. 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. During PTA movie nights, parents come and watch translated movies with their child. Parents are free and admission is charged just for the child. The PTA also hosts a Carnival Night in June. Parents are invited to come in with their children to play the games and winners get a prize.

We also have a science fair in which every class has an exhibit. Parents are invited to come in and see the work as the students explain what they have presented.

Our events always bring in many, many parents who come in to see the work and talk to their children about it.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Parent Coordinator, Social Worker, and Guidance Counselor will reach out to other agencies and community based organizations in our community whenever a family needs help or when a topic is brought up by parents . Some of the CBO's have provided free or reduced after-school help for stduents who needed homework help and child care.

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, Chess in the Schools, New York Cares, 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.

5. How do you evaluate the needs of the parents? Parents share their needs in conversations with staff. When there is concern, follow up is made with the social worker, family worker or parent coordinator. We set up meetings with Parent Coordinator and appropiate staff to meet with the parents or guardians to discuss and address their concerns. We will help contact outside agencies when needed.

6. How do your parental involvement activities address the needs of the parents? We used surveys and general meeting to get feedback about activities that occur in school. When reviewed the surveys collected by the SLT, it indicates that our parents wanted more information about the instructional program at the school.. We created monthy 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. Parents also share concerns after the PTA meetings. They ask for help and that gives us in indication of their needs. Parents also voice their concerns to the PTA who then relay that information to us.

Here is a clear example of how our parent activities reflect the needs of our parents. Based on the 2014 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.

## D. Additional Information

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

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 2015–2016 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.

Here is our tentative Parent Workshops for 2015-2016:

Month	Topic
September 2015	K-5 Parent Orientation by grade, ELL Parent Orientation
October 2015	Middle School Tour for Grade 5, Science Orientation
November 2015	Parent Orientation for Middle School, Title III Orientation, ELL Parent Orientation during P/T conferences
December 2015	Middle School Information Session, Holiday Assembly
January 2016	NYS ELA Testing Workshop
February 2016	NYS Mathematic Test Workshop, Science Fair Celebration, Title III Celebration
March 2016	ELL Orientation during P/T Conferences, Science Test Workshop
April 2016	NYSESLAT information session
May 2016	Parent Workshop for Science Test,
June 2016	NDI year-end performances [AM,PM ], Science Fair, Newcomer K Orientation, 4th grade Middle School Workshop, PS 2 Talent Show
Sept.- June	Family Friday Morning- First Friday of the month
Tuesday after-school	Parent engagement Time

We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players and CD players.

School Name: <u>Meyer London</u>		School DBN: <u>02M002</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bessie Ng	Principal		7/24/15
Joanna Cohen	Assistant Principal		7/24/15
Vera Chang	Parent Coordinator		7/24/15
Jane Ling	ENL/Bilingual Teacher		7/24/15
Maggie Chin	Parent		7/24/15
Janice Lee	Teacher/Subject Area		7/24/15
Tracy Adler	Teacher/Subject Area		7/24/15
Sarah Benis Scheler Dolberg	Coach		7/24/15
	Coach		7/24/15
Sandy Reina	School Counselor		7/24/15
Bonnie Laboy	Superintendent		7/24/15
	Borough Field Support Center Staff Member _____		7/24/15
Lucilla Chan	Other <u>Special Ed Coord.</u>		7/24/15
	Other _____		7/24/15
	Other _____		7/24/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **002** School Name: **PS 2**  
Superintendent: **Bonnie Laboy**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When our families come into the school for registration, a staff member will speak with them and will find out what language the parent is most comfortable communicating in. Information from the Home Language Identification Survey, ATS reports and looking at the Student Emergency Contact cards also provide the information we can use.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese, Spanish

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

First week of school in September: invitations and dates for grade wide parent orientations, monthly calendar, pick up & dismissal procedures, permission forms for older grades to walk home alone, pick up authorization forms; afterschool program information  
Mid September and May: parent engagement invitations  
October and March: parent conference sign up forms; confirmation of appointments, report cards  
Fall: 5<sup>th</sup> grade parent workshop on middle school applications  
Spring: parent workshops on NYS tests: ELA and separate one for Math  
Monthly: School calendar listing events; dates for holidays, PTA meetings, SLT meetings  
Monthly: parent newsletters by grade of curriculum, and trips

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal: Parent teacher conferences: November, March; Parent engagement nights: September, May; IEP meetings  
Informal: Parent meetings as per request of classroom teacher, meetings as per needs of students; guidance, attendance;

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parent coordinator and family worker translate letters for our Chinese speaking families, guidance counselor translates for our Spanish speaking families  
We hire translators through Legal Interpreting Services, and use in-house staff members to have enough translators for the many parents/ guardians that come to the conferences.  
If needed for another language, we would contact the Translation & Interpretation Unit for assistance in translating documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Parent coordinator and family worker translate letters for our Chinese speaking families, guidance counselor translates for our Spanish speaking families  
We hire translators through Legal Interpreting Services, and use in-house staff members to have enough translators for the many parents/ guardians that come to the conferences. If there is a language need, other than Chinese or Spanish, we would contact the Translation & Interpretation Unit for assistance.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will have over the phone translation services directions given out to staff members before our scheduled parent conferences, email this to our staff at the beginning of the year, and also have this posted in the general office.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

These will be posted at the front door entrance and also in the general office.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will have a parent survey to gather information on the quality and availability of our translation services. Informal conversations with parents at our PTA meetings, and our PTA board will also provide feedback about what they might have heard too.