



PS 62 – CHESTER PARK SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27/ QUEENS/ PS 62
ADDRESS: 97-25 108 STREET, SOUTH RICHMOND HILL, NY 11419
TELEPHONE: (718) 849-0992
FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 62 **SCHOOL NAME:** Chester Park

SCHOOL ADDRESS: 97-25 108 Street, South Richmond Hill, New York 11419

SCHOOL TELEPHONE: (718) 849-0992 **FAX:** _____

SCHOOL CONTACT PERSON: Angela O'Dowd **EMAIL ADDRESS:** Aodowd2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Angela O'Dowd

UFT CHAPTER LEADER: Susan Hoffman

PARENTS' ASSOCIATION PRESIDENT: John Gonsalves

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Angela O’Dowd	*Principal or Designee	
Susan Hoffman	*UFT Chapter Chairperson or Designee	
John Gonsalves	*PA/PTA President or Designated Co-President	
Consuelo Pafundi	CBO Representative	
Dinelia Grajales	Member/Parent	
Jasmine Cruz	Member/Parent	
Andrea Luongo	Member/Teacher	
Ricardo Nieves	Member/Teacher	
Lori Grace	Member/Teacher/SLT Chairperson	
Gayle Horowitz	Member/Teacher	
June Jordan	Member/Parent	
Yuliana Reece	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

This kindergarten to fifth grade school serves a population of about 1000 students from approximately 23 countries. The two main home languages are Spanish and Punjabi. Our families are very supportive of their children's education ensuring that they attend school regularly, wear the school uniform and attend parent-teacher conferences. The current principal is in her seventh year at the school and she and her staff have developed a 'tightly-knit' vision that aligns with proven systems for continued school improvement. There is clearly an emphasis on traditional school values (academic rigor, politeness, ethos of hard work) combined with innovative practices (use of technology to differentiate, collaborate and extend learning beyond the classroom) and a strong emphasis on arts education. The faculty believes and expects that all students including English Language Learners and students with special needs will make or exceed yearly academic progress given the right scaffolds. This year customized online systems have been designed around teacher input, so that there are more efficient ways to gather, analyze and use data to improve student outcomes and provide transparency.

In addition to balanced programs in literacy and mathematics, science, arts and technology instruction is a central part of the curriculum. There are three science teachers, three teachers for the arts; visual music and dance, as well as partnerships with The Academy (Weill, Julliard and Carnegie Hall). An innovative team of three teachers and an outside consultant ensures that technology is infused in every aspect of the school program to differentiate instruction for students and develop the relationship of parents as partners. The school hopes to continue to offer after school programs in art, chorus, instrumental, music, and dance despite recent budget cuts.

The school building itself was erected in 1955 as a two-story building. In 1990, a third floor was added and in 2002, a 10-classroom extension was opened. It is barrier-free and allows for the accommodation of children with physical disabilities. During the 2009-2010 school year, a \$1,000,000 community playground designed by students and community is being constructed under the supervision of the Trust for Public Land. This school year there are eight kindergarten classes (inc. 1 12:1), eight first grade classes (inc. a 12:1), seven second grade classes, seven third grade classes, six fourth grade classes, and seven fifth grade classes (inc. a CTT class). Approximately 135 English Language Learners are integrated across all grades and receive ESL services via a push in/pull out model by four fully certified ESL teachers. The average class size in kindergarten through third grade is 23 and for 4th and 5th grade it is 27. Students are heterogeneously grouped with the exception of one academically advanced class on grade four and grade five.

Ongoing analysis of school wide student data using; the progress report, quality review report from 07-08, inquiry teams and school-based data (DYO) and school environment surveys is enabling us to identify the academic strengths and needs of the school. A Professional Development Team, which includes the Principal, Three Assistant Principals, and two Education Consultants, work together to analyze data, develop curriculum, purchase resources and provide in-class coaching for teachers and train grade facilitators to run effective and efficient meetings. Focused teacher teams meet weekly to look at student work and evaluate and revise their practices based on data they have analyzed

together. This year our school has been selected to participate in a citywide pilot program where curriculum designers will help us to better align our work with the new Common Core Standards.

Accomplishments

City: We received a grade of A on the Progress report and a well-developed on the Quality Review for three consecutive years 2006-2009, one of only 122 schools to do so in NYC. We have been selected to participate in a pilot to align our literacy curriculum units with the Common Core Standards for 2010-2011. Our students designed a million dollar playground under the leadership of the Trust for Public Land and with the financial assistance and innovative actions of Mayor Bloomberg, TPL and a private sponsor, the Ingram Family. The entire community participated in the design and is now using the playground. Its construction has promoted the collaboration of partnerships such as the Road Runners Club, the Boys and Girl's Club, and other religious and community groups in Richmond Hill.

State: We met our AYP for six different groups and have been labeled 'in good standing 'for seven consecutive years 2003-2010

National: The principal was selected as one of 50 administrators around the nation to participate in Google's first program for Google Certified Teachers (GCT) specifically for administrators. Upon returning, professional development was provided to all staff in the use of Google Apps for Education which the school will transition to for the beginning of the 2010-2011 school year.

Aids or Barriers to Continuous Improvement

Barriers

- Students living in poverty and often related immigration issues, experience significant educational disadvantage and require intensive intervention. Access to books and computers at home is limited and additional resources are required from school. Many students make extended trips overseas during the school year, resulting in an interruption to schooling, and requiring much intervention from our attendance team.

Budget cuts for the 2010-2011, approximately 8-9%, have seriously impacted on our plans for intervention, two teachers had to be excessed.

- Many students coming from Guyana are approximately one to three years below grade level entering school. These students are not considered ELL's since they are coming from an English speaking country however they have significant academic needs which require much intervention and resources.

AIDS

- Title I funds are fundamental to our work and it would be difficult to imagine how we would now manage without it. They cover the cost of professional development, reduced class size, academic intervention and parent involvement.

- Staff – we have an open collaborative staff committed to making every effort to ensure students achieve their potential.

- Empowerment – We greatly appreciate the current emphasis on school based leadership, professional development and purchasing of resources. We have been able to customize curriculum by designing our own assessments and having them approved by the accountability office

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 62 – Chester Park School				
District:	27	DBN #:	27Q062	School BEDS Code:	342700010062

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.7	95.4	TBD		
Kindergarten	144	142	165						
Grade 1	156	160	156	Student Stability: % of Enrollment					
Grade 2	169	171	159	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	151	185	167		91.5	92.5	TBD		
Grade 4	177	171	191						
Grade 5	177	177	163	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		67.6	67.6	85.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	28	TBD		
Grade 12	0	0	0						
Ungraded	2	2	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	976	1008	1003		17	14	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	5	7	9						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	17	29	18	Principal Suspensions	21	15	TBD
Number all others	33	25	23	Superintendent Suspensions	0	4	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	129	119	125	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	69	71	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	1	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.2	0.0	Percent more than two years teaching in this school	71.0	73.2	TBD
Black or African American	6.0	6.6	5.0	Percent more than five years teaching anywhere	40.6	40.8	TBD
Hispanic or Latino	28.7	27.8	26.7				
Asian or Native Hawaiian/Other Pacific Isl.	62.8	62.2	66.8	Percent Masters Degree or higher	83.0	85.0	TBD
White	2.2	2.4	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	100.0	TBD
Multi-racial							
Male	50.1	50.2	50.1				

DEMOGRAPHICS							
Female	49.9	49.8	49.9				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:	<input checked="" type="checkbox"/>		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-			
Hispanic or Latino		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander	√	√				
White	-	-	-			
Multiracial	-	-				
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	7	7	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends

The faculty at PS 62 is pleased with the well rounded curriculum available for students during the year. Teaching is provided that is rich in the content and processes associated with Social Studies, Science, Art, Music and Dance. Along with this, many initiatives have been taken to ensure that technology is integrated into all aspects of the curriculum in a meaningful way.

Recent reviews of the data from the ELA and Mathematics State Tests have necessitated reflection on the structures and strategies in place to ensure that students are successful in these areas. The Performance of students in the ELA test showed that 53.1% of them reached Level 3 and Level 4, and this was evenly spread across the grades. The median growth percentile was 66% compared with the previous year of 69.8%. In Math, 65.9% of students reached Level 3 and Level 4 with an uneven spread across the grades from 56% in grade 3, through to 74% in grade 5. The median growth percentile was 71% compared with the previous year of 76.1%. Examination of the raw scores indicated a slight improvement of 3-4% when comparing the ELA scores from the previous year, and results that remained about the same in Math, when compared with the previous year.

We have carefully examined this data, along with our own internal data, to re-align our Reading Benchmarks. As a result we have raised our minimum Reading Benchmarks for each grade level to ensure that students are fully prepared to reach or exceed State Test Standards.

Therefore, after reflecting on both the available State Test data and our own school based data, one of the goals for 2010-11 will be to closely monitor the progress of all of the current Grade 1 students, most of whom are now reading at or near the new benchmark level, plus new students to the school, to ensure that they all achieve at the Grade 1 benchmark level by June 2011. We have chosen this grade level as a focus for our inquiry as Grade 1 is a watershed level in achieving reading independence. More levels of growth and greater complexity of skills are required at this level than at any others. That is, at this level students are required to make 6 levels of reading growth and learn to use all three cueing systems as they make sense of written text. If students fall behind at this early stage, it is extremely difficult for them to make up this difference and catch up with their peers. We have taken this long term view of improving student performance in ELA State Tests in conjunction with considerable examination of recent research in this area.

After reviewing the number of students who reached the benchmark reading levels at the end of the year in Grades 3-5 we identified a need to take specific action to increase the number of students reaching the appropriate levels for their grade. To assist with identifying an effective course of action we reviewed the data from our in school practice ELA tests and completed an analysis of the language demands of the Multiple Choice Questions in the State ELA Tests for Grades 3-5. Subsequently we identified a need for many of our students to increase their Tier II vocabulary in order to be able to precisely interpret the questions and fully comprehend the texts in the test. We believe that this will not only assist students with navigating the demands of the State Tests, but will also lead to a general improvement in their reading ability. We intend therefore, to focus our improvement efforts in 2010-11 on students acquiring academic vocabulary (Tier II) appropriate for their grade level. We therefore intend to define appropriate benchmarks for vocabulary acquisition and undertake further professional development in this area.

School based data available to us at this stage indicates that by June, on average 70% of students in Grades 3-5 made 3 levels of reading progress during the year. This comprised 76% of students at Grade 3, 50% of students at Grade 4, and 83% of students at Grade 5. Further examination of the Grade 4 data, shows that 85.7% of students made at least 2 levels of reading progress. The fact that we use the Non Fiction reading assessments may indicate that considerable understanding of context and Tier II and III vocabulary is required to become a successful reader at this stage. Therefore a continued focus on the teaching of Tier II and Tier III vocabulary will be an essential literacy component for all students.

We note an increasing number of ELL enrolments at the school. The progress of ELL students has been the focus of two inquiry team projects during 2009-10. One of them focused on improving and increasing EL oral language proficiency while the other was a collaborative approach between ELL and specific class teachers, to improve students' oral reading fluency. Both of these projects have yielded insights into successful strategies to improve the literacy achievement of ELL students and we intend to share these more widely during this school year. Given that we intend to focus on vocabulary acquisition for all students in Grades 3-5, which will also meet the needs of ELL students, we decided to return to the innovative, successful practices of one of our inquiry team projects. Teachers involved in this project, reported that the acquisition of formal academic language was a long term process for ELL students and this was certainly reinforced by the research in this area (P. Gibbons.) We therefore intend to vigorously pursue professional development and further inquiry into this aspect and use the Speaking and Listening Continuum developed by the ELL teachers and literacy consultants. We have developed an online student tracking system for recording this information and have set the achievement of Level 1 by all Beginner and Intermediate students as our goal for 2010-11. This goal will be further enhanced for all ELL students in Grades 3-5 by the availability of an After School Program.

The school was notified in June 2010 that it was successful in being included in the Common Core State Standards (CCSS) Project for Literacy Alignment. All of our Literacy goals therefore will also reflect our work in this area as we review the Common Core State Standards in Reading, Writing, Speaking & Listening and Language including Vocabulary Acquisition. We will examine all of our current Curriculum Maps to ensure that the school based maps reflect the developmental aspects and focus of the Anchor Standards K-5 in all the Literacy Strands so that we can be confident that we are providing the best opportunities for students at PS 62 to be Career and College ready. Specifically we will compare the CCSS standards for reading in Grade 1, for Vocabulary Acquisition in Grades 3-5

and the standards for Speaking and Listening K-5 to verify that our school based documents comply and that our assessment practices enable all students to achieve at the highest levels.

In June 2010 we undertook a complete re-alignment of our Math Curriculum with current State Standards in order to provide the most engaging, effective Math curriculum for all students. Refining and improving the content and delivery of this curriculum will be ongoing during 2010-11.

In keeping with the citywide focus of having 90% of all teachers involved in the inquiry process, all Grade level, ELL and AIS teachers were included in teams which examined data, student work, and effective practices in order to devise strategies to improve student achievement during 2009-10. Specific efforts were made by academic intervention teachers to set improvement goals, implement appropriate methodology and review assessment data to inform further goal setting. Building on this successful practice, where teachers reported that it enabled them to be more focused in their instruction, it is intended that during the forthcoming year, ELL teachers will also undertake similar cycles of focused goal setting. We are fortunate at PS 62 in having a highly motivated faculty who are eager to improve their professional understanding and skills. Consequently there are 13 teachers who have undertaken to be part of the inquiry pilot project in Curriculum Alignment in Literacy. This group attended a 5 day workshop during the summer vacation, undertook individual curriculum mapping work using Atlas software and meet regularly in school to further their understanding and share this with others on their grade levels. A particular focus is identifying opportunities for interdisciplinary curriculum development with the integration of active literacy at all times. Therefore our work in this area further enhances the support for our school goals.

In the 2009-10 academic year all classes were able to increasingly integrate technology into all aspects of the curriculum in order to provide engaging, differentiated, instruction for students. An additional benefit has been the extension of learning beyond the classroom and regular school hours. During the forthcoming year, inquiry teams will focus on incorporating the technology standards, embedded within all strands of the Common Core Standards, into the Math and Literacy Curricula. Technology focus teachers and consultants will work closely with teacher teams in order to ensure that this is implemented successfully. The goal for all teachers will be to ensure that all grades complete at least one technology-based project per class to address the Common Core State Standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals for 20010-2011

1. Ensure that at least 80% of Grade 1 students reach or exceed their revised benchmark reading level by June 2011, as measured using the Fountas and Pinnell Benchmark Reading Assessment - Non Fiction texts. This is an increase from an average of 62.3% to 80% and an increase in the benchmark level from I to J.

2. Ensure that all students in grades 3-5 develop an understanding of the use of and spelling of high frequency words (Tier 1 & 2 vocabulary) by June 2011, appropriate to their grade level. Fountas & Pinnell 500 High Frequency Word list will be used.

Benchmarks for each grade are as follows:

Grade 3 - 50% of identified words in the 500 HFW list

Grade 4 - 75% of identified words in the 500 HFW list

Grade 5 - 100% of identified words in the 500 HFW list.

3. Ensure that all ELL students achieve at Level 1 of the Speaking and Listening Continuum of skills by June 2011, covering all aspects of receptive and expressive abilities in creation of oral texts, use of cultural conventions, language structures and features and processes and strategies for communication. As this is a new assessment for ELL students at PS 62, we have set an initial high goal. It is intended that once we have data for this assessment we will refine our goal setting for subsequent years.

4. Ensure that all grades complete at least one technology-based project per class by June 2011 to address the Common Core Standards.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area

Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Ensure that at least 80% of Grade 1 students reach or exceed their revised benchmark reading level by June 2011, as measured using the Fountas and Pinnell Benchmark Reading Assessment - Non Fiction texts. This is an increase from an average of 62.3% to 80% and an increase in the benchmark level from I to J.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional development will be delivered to all grade 1 teachers: <ul style="list-style-type: none"> ○ focusing on the importance of all 5 Pillars of Literacy achievement; phonemic awareness, phonics, fluency, vocabulary and comprehension; ○ will further focus on the inclusion of <ul style="list-style-type: none"> ▪ tier II vocabulary ▪ fluency, ▪ specific comprehension strategies for use with Non-Fiction texts; ○ familiarize teachers with the Common Core Standards for Reading of Literature, Informational Text and Foundational Skills appropriate for Grade 1. • Teachers will use a range of formative in-class assessments such as running records, conference notes and observations to monitor progress and identify specific student needs. • Grade level professional periods will be used, with an inquiry focus, to examine data and identify effective practices. • AIS and ELL students will be identified and receive additional small group support from specialist staff. • Literacy consultant will deliver professional development for AIS and ELL specialist staff so that student support is cohesive across the school. • ELL and AIS staff will formulate SMART reading goals for each of their grade 1 students with associated strategic actions, regular assessment and refocus.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Professional development will be delivered to all teachers of grades 3-5 focusing on the
 - 3 tiers of vocabulary, with specific emphasis on tier II vocabulary
 - familiarizing teachers with the Common Core Anchor Standards for Vocabulary Acquisition and Use (4,5,& 6)
 - 4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
 - 5. Understand the nuances of and relationships among words.
 - 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.
- Professional development will be delivered to all teachers of grades 3-5 to identify appropriate words within the 500 HFW list for each grade level benchmark.
- Teachers will use a range of formative in-class assessments such as weekly assessments to monitor the effective use and spelling of identified vocabulary.
- Grade level professional periods will be used, with an inquiry focus, to examine data and determine effective practices.
- AIS and ELL students will be identified and receive additional small group support from specialist staff.
- Literacy consultant will deliver professional development for AIS and ELL specialist staff so that student support is cohesive across the school.
- ELL and AIS staff will formulate SMART goals for each of their students, incorporating vocabulary development, with associated strategic actions, regular assessment and refocus.
- Title III ELL program will be administered with a focus on vocabulary and oral language development.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

- The budget is used to fund literacy consultant(s) to
- provide professional development for staff,
 - develop an effective RTI framework
 - purchase additional resources as necessary.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Benchmark High Frequency Word Assessments will be administered to all grade 3-5 students in December 2010.
- Those not achieving the mid year benchmark will be identified for additional, strategic, support.

ELL

Subject/Area

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

3. Ensure that all ELL students achieve at Level 1 of the Speaking and Listening Continuum of skills by June 2011, covering all aspects of receptive and expressive abilities in creation of oral texts, use of cultural conventions, language structures and features and processes and strategies for communication. As this is a new assessment for ELL students at PS 62, we have set an initial high goal. It is intended that once we have data for this assessment we will refine our goal setting for subsequent years.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Professional development will be delivered to all teachers of ELL students to:
 - ensure understanding of the 4 aspects of the Speaking and Listening Continuum of skills for ELL students.
 - familiarize teachers with the Common Core Standards framework, for Speaking and Listening to identify areas of alignment with the school based continuum for ELL students.
 - develop formative assessment tasks in order to gather ongoing authentic data
 - ensure that teachers can use the on line tracking system to monitor progress along the Speaking and Listening Continuum.
- ELL teachers will regularly use a range of formative assessments to monitor the progress of their students.
- ELL team meetings will be used, with an inquiry focus, to examine data and determine effective practices.
- ELL students will be identified and receive small group support according to their level of English Language proficiency, from specialist staff.
- Literacy consultant will deliver professional development for ELL specialist staff so that student support is cohesive across the school.

	<ul style="list-style-type: none"> • ELL staff will formulate SMART goals for each of their students, incorporating oral language development, with associated strategic actions, regular assessment and refocus. • Title III ELL program will be administered with a focus on vocabulary and oral language development.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	The budget is used to fund literacy consultant(s) to: <ul style="list-style-type: none"> • provide professional development for staff, • purchase additional resources as necessary.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Speaking and Listening Continuum - Level 1 Assessment tasks will be administered regularly to all ELL students and their achievement recorded on the on line tracking system. Progress will be reviewed in December. Students with limited progress will be identified and strategies reviewed in order to improve achievement.

Subject/Area Technology

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Ensure that all grades complete at least one technology-based project per class by June 2011 to address the Common Core Standards.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Familiarize all teachers with the Common Core Standards: <ul style="list-style-type: none"> • the College and Career Readiness Anchor Standards for Reading; in particular, <ul style="list-style-type: none"> ○ 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words • the College and Career Readiness Anchor Standards for Writing; in particular, <ul style="list-style-type: none"> ○ 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ○ 8. Gather relevant information from multiple print and digital sources, assess the

	<p>credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> • College and Career Readiness Anchor Standards for Speaking and Listening; in particular, <ul style="list-style-type: none"> ○ 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ○ 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <p>Ensure that at least 75% of teachers are assessed as proficient with Google Apps by June 2011, as measured by Google Apps Proficiency Assessment.</p> <p>Plan the integration of tech-based projects with the revised ELA curriculum map, turn-key to teachers, and provide instructional support through team meetings and in-class modeling.</p> <p>Create How To instructional guides and screencasts to assist teachers with using technology in their classrooms.</p> <p>Create and maintain a technology PD site to guide teachers with self-paced learning of technology tools.</p> <p>Conduct professional development on the use of Google Sites, Google Forms & Spreadsheets, imovie and web 2.0 applications.</p> <p>Plan and coordinate a midyear and end of year online celebration/publication of technology-based projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The budget is used to fund technology consultant to</p> <ul style="list-style-type: none"> • provide professional development for staff, particularly in the use of Google Apps • assist in the integration of technology projects into the curriculum maps • help to set up sites for publishing student work • further develop systems for teacher communication and collaboration, especially with the use of Google Sites <p>Assign three technology coaches to two grades each across the school, to assist with professional development, student technology instruction and data management.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Midyear and end of year online publication of technology-based projects, with an increase from less than 50% of teachers completing at least one technology-based project in 2009-2010 . All classroom teachers will have evidence of completing at least one technology-based project in 2010-2011.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	64	64	N/A	N/A	2		2	
1	38	38	N/A	N/A	5		4	
2	19	19	N/A	N/A	1		2	
3	35	35	N/A	N/A	3		2	
4	19	19			3		5	
5	23	23			5		6	
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Jolly Phonics is a synthetic phonics program (sound based research and NCLB approved) which is used for whole class and small group instruction. It is provided during the school day by the classroom teacher in K-2 and by Intervention, ESL and Special Needs teachers as prescribed by student assessments in the Primary Literacy Assessment. It is also provided, as needed, to extended day students by classroom and ESL teachers.</p> <p>Fluency: AIS and ESL teachers monitor students' reading rate to practice fluent decoding skills. Along with this, appropriate expression and phrasing are also taught. Timed re-reading and assisted reading strategies with books and tapes/CDs are used in small groups.</p> <p>Vocabulary: Tier 3 words, appropriate for each unit, are identified by classroom teachers and supported by Intervention, ESL and Special Needs teachers. High Frequency Words have been identified for students in Grades 3 -5 and these are taught explicitly by classroom and Intervention, ESL and Special Needs teachers.</p> <p>Comprehension: The whole school framework for the explicit teaching of comprehension strategies is the Fountas and Pinnell model, i.e. <i>Thinking within, beyond, and about</i> the texts. Specific comprehension strategies are allocated to each unit and explicitly taught to ensure that all strategies are covered. Intervention, ESL and Special Needs teachers support this initiative through their small group instruction.</p> <p>Test Preparation: Practice tests are administered in October and again in February to all students in Grades 3 - 5. After the first test, teachers review the skills demonstrated by students and identify those requiring additional instruction. Intervention, ESL and Special Needs teachers also have access to this information and use it to inform their instructional program.</p> <p>Study Island is a web-based subscription paid for by the school to help students practice test taking skills in reading using games and quizzes both in school and at home.</p>
Mathematics:	<p>Teachers (classroom and intervention) use a variety of materials and manipulatives to reteach the skills taught in the Math Connects Program.</p> <p>Teachers will use a Primary Math Assessment to evaluate and reteach the students not achieving benchmark levels in K-2 and use Acuity and a NYS Practice test to evaluate and reteach skills in 3-5</p> <p>Study Island is a web-based subscription paid for by the school to help students practice test taking skills in math using games and quizzes both in school and at home.</p>

Science:	Teachers currently use written assessments, performance labs, informal observations and questioning to identify the students at risk of receiving a level 1 or 2 in science. Small group instruction and the demonstration of key concepts is implemented in order to reinforce the scientific concepts. The Harcourt on-line activities are used to supplement the program and offer a variety of strategies to enhance the science program.
Social Studies:	The literacy consultant is working on scaffolding strategies with 5th grade teachers to help them demonstrate and guide level 1 and 2 students to deconstruct text in order to answer document based questions.
At-risk Health-related Services:	Open Airways Training for students with Asthma Fitnessgram HIV and AIS related lessons

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- x Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 3, 4, 5 Number of Students to be Served: 45 LEP 45 Non-LEP

Number of Teachers 3 Other Staff (Specify) Consultant

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PS 62 will implement a supplemental after school ELL program which will be offered to all eligible ELL students K-5, (Beginners and Intermediate levels). There will be three certified ELL teachers, each responsible for a class of 15 students. The program will operate in two cycles, each of 10 week duration. The timing for these sets will be commencing in the week beginning October 18 up to December 23 and also commencing in the week beginning March 21 up to June 10. Prior to each of these two cycles of instruction, professional development will be conducted for the ELL teachers by the in house literacy consultant as well as ongoing modeling, coaching during the program delivery. The program will have a high degree of teacher/student interaction i.e. two thirds of the time will be spent in oral language development.

The program will:

- model processes/strategies used in constructing language and provide explicit modeling in social and academic language,
- provide opportunities for students to practice speaking and listening (expressive and receptive language) skills with the teacher and each other, through the use of role plays, puppet performances, virtual field trips and vicarious experiences provided through online subscription,
- focus on the identification, understanding and use of Tier II academic vocabulary, essential to further success at school,
- provide short periods (one third of the time) of independent learning through reading and writing tasks associated with vocabulary acquisition and use,
- undertake ongoing formative assessments in a variety of ways, e.g. observation/anecdotal notes/analysis of tape recordings/examples of written products,
- undertake summative assessments at the beginning and conclusion of the program to identify progress made,
- gather artifacts to develop a digital portfolio of speaking, listening, reading and writing tasks.

Resources

- Hand held puppets for role play talk, social interaction with peers, creation of oral texts,
- Elements of Reading - Vocabulary Development -high quality read aloud material with rich Tier II vocabulary follow up work for groups and individuals
- United Streaming, BrainPOP and Reading A-Z subscriptions for school and home use.
- Training for ELL teachers to develop lessons for the existing Smart Table

This program will build on to the previous successful inquiry projects conducted by staff at PS 62. ELL teachers will use the Speaking and Listening Continuum, recently developed by them, for use with students in order to monitor and assess oral language development. The continuum focuses on

four aspects of speaking and listening; the creation of oral texts, the use of language according to cultural conventions, the structures and features of oral language and strategies used by ELL students to communicate with others. It also considers both the Productive/Expressive and the Receptive aspects of language proficiency. It is anticipated that once ELL teachers become confident with this continuum that they will share its use and successful strategies with all class teachers in order to support them with the language development of ELL students in the mainstream classroom.

Theory based

References:

Scaffolding Language Scaffolding Learning, by Pauline Gibbons
Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons
Bringing Words to Life - Isabel Beck

"Research shows clearly that ELL students require considerably more time to catch up to grade expectations in the academic registers of English as compared to the conversational registers. (Typically 5 years, compared with less than 2 years)"

"Teachers play a central role in creating classroom contexts that foster students' growth."

"Students are active participants in the learning process, the nature of learning and language development is collaborative, teacher-student and student-student."

"Students do 'double duty' - learning the language and learning in the language."

"Talk is how education happens."

"I can say what I want, but not for school work or strangers."

Section III. Title III Budget

School: PS 62

BEDS Code:

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)	\$9,429.21	189 hours of per session for ESL teachers to support ELL Students: (189 hours x \$49.89 = \$9429.21) 63 hours of per session supervision for the instructional program (63 hours x \$52.21 = \$3,289.23)
- Per session	\$3,289.23	
- Per diem		36 periods for ESL teachers for PD
	\$1374.00	

		36 x \$38.17 = \$1374.00
	\$841.00	Teacher Training Rate x 6 teachers x 6 hrs each
Purchased services - High quality staff and curriculum development contracts.	\$600	Tequipment Training on Smart Table
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,951.50	Puppets, games, creative play materials \$500 Elements of Reading /Vocabulary Sets \$3451.50
Educational Software (Object Code 199)	\$975	BrainPop, Nettekker,
Travel		
Other		
TOTAL	\$ 20,460.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The need for written translation was assessed using a parent survey in school languages, staff survey and ATS reports. The needs for oral interpretation were assessed by back-packing the survey to students in the languages of the school, by posters displayed in the school at parent functions and events. Emergency Cards are updated at Parent Teacher Conferences and then the appropriate changes are made on ATS. Teachers continually relay information to the office about the translations needs of their students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major need for written and oral translation services was found to be for Spanish and Punjabi with some Urdu, Bengali, Chinese, Arabic, and Hindi also required. The need was identified for translated forms in regular use to be readily and easily accessible. The availability of translation or interpretation services was conveyed to parents by translated notices sent home with students.

Part B: Strategies and Activities

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

The written translation services P.S. 62 plans to provide include:

- Promotion criteria and assessment information
- Students' Report Cards
- Parent Coordinator newsletter.
- Notifications of important school communications (school events, closings, after school and Saturday programs, etc.)
- Parent Surveys/Parent Selection Form

- Home Language Identification Survey Forms (HLIS)

These documents will be translated into the eight identified languages. Translation services are provided by outside vendors, in-house school staff, parent volunteers and the Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral translation services P.S. 62 plans to provide include oral translations at:

- Parent workshops – both social and curriculum content
- Monthly PTA meetings
- ELL parent orientation meetings
- Scheduled parent teacher conferences and discussion of student report cards.
- Individual parent teacher meetings on a needs basis
- At registration translators are provided in Spanish and Punjabi when needed

Prior to parent teacher conferences, parents encouraged to contact the school to register their need for translations or interpretations.

Requests for simultaneous and consecutive interpreters in the 8 identified languages are made to Legal Interpretation Services requests.

Requests for oral interpretations by telephone are made to the Translation Services of the New York City Department of Education.

Documents are provided through Parent Meetings/Orientation/Workshops.

Notices are sent home to parents with children in their translated version.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As above

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	645,884	37,678	683,562
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,458	376	6,834
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,294	*	
4. Enter the anticipated 10% set-aside for Professional Development:	64,588	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of

School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive Needs Assessments of the entire school based on information on the performance of children has been conducted in both the Qualitative and Quantitative Form. The Schools Quality Review Report is available on line and resulted in a score of Well Developed.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

In order to provide the best learning environment for all students, State and Title I funding are used to reduce the number of students in each class. Kindergarten – second grade classes have an average of 23 students and grades fourth – fifth have an average of 27 students. Teachers are supported to provide differentiated instruction for all students in their class. Additional specialist teachers are used for ELL and AIS support who meet with identified students on every grade. Additionally there are two academically advanced classes one each on grades 4 and 5. Students who are in historically underserved populations (such as immigrants, ELL, Hispanic, African American and students with Individual Educational Plans and those with low academic achievement) are identified for an array of additional time programs such as extended day, after school, Saturday and Summer programs.

3. Instruction by highly qualified staff.

100% of teachers are highly qualified – See Demographics and accountability snapshot.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Specialist consultants in technology and literacy are employed to deliver professional development, support staff and develop school wide systems for improvement. Frequent opportunities to attend out-of-state conferences are offered to specialists, teachers and administrators.

5. Strategies to attract high-quality highly qualified teachers to high-need schools is not applicable

6. Strategies to increase parental involvement through means such as family literacy services.

See Title 1 Parent Involvement Action Plan/Budget Proposal App. 4. See also Title I school Parent Compact Framework.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS 62 liaisons with local pre-school families to ensure students are registered. Orientation visits for pre-schoolers and their families are organized and a workshop and materials are provided to families.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The views of teachers had been sought prior to the decision to apply for approval to Design Your Own (DYO) Assessments. Teachers were involved in decisions regarding assessment tools and frequency of use.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In addition to standardized tests from the previous year, teachers administer a range of literacy and math assessments at the beginning of the new school year. In class, assistance is provided in response to these results. Parents are notified of specific issues and interim goals are sent home.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$542,543	<input checked="" type="checkbox"/>	18,19,20,23,24,32,33
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ 37,301	<input checked="" type="checkbox"/>	18,19,20,24,32
Title II, Part A	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ 63,012	<input checked="" type="checkbox"/>	14,19,20,24
Title III, Part A	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ 20,460	<input checked="" type="checkbox"/>	17,19,20,24
Title IV	Federal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		N/A	

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
 - a) Posters are posted in visible areas of the school to raise awareness.
 - b) A book reading and discussion with classes will be arranged.
 - c) Referrals to community based social services
 - d) If necessary school supplies and clothing will be provided
 - e) Children are to be provided with services comparable to those received by other students such as transportation, ELL, related services, counseling, gifted and talented programs and free school meals.
2. School staff will contact CFN liaison and family assistants on a regular basis to ensure students educational needs are met.
1. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 062 Chester Park					
District:	27	DBN:	27Q062	School		342700010062

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7	95.4	95.5
Kindergarten	142	165	164				
Grade 1	160	156	166	Student Stability - % of Enrollment:			
Grade 2	171	159	159	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	185	167	162		91.5	92.5	92.3
Grade 4	171	191	160				
Grade 5	177	163	183	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		67.6	85.8	85.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	28	16
Grade 12	0	0	0				
Ungraded	2	2	2	Recent Immigrants - Total Number:			
Total	1008	1003	996	(As of October 31)	2007-08	2008-09	2009-10
					17	14	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	9	22	Principal Suspensions	21	15	6
# in Collaborative Team Teaching (CTT) Classes	29	18	9	Superintendent Suspensions	0	4	3
Number all others	25	23	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	69	71	69
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	9
# receiving ESL services only	119	125	TBD				
# ELLs with IEPs	3	12	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	3	1	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.0	73.2	84.1
				% more than 5 years teaching anywhere	40.6	40.8	55.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	91.3
American Indian or Alaska Native	0.2	0.0	0.2	% core classes taught by "highly qualified" teachers	95.8	100.0	97.2
Black or African American	6.6	5.0	5.9				
Hispanic or Latino	27.8	26.7	27.8				
Asian or Native Hawaiian/Other Pacific	62.2	66.8	64.8				
White	2.4	1.2	1.1				
Male	50.2	50.1	49.4				
Female	49.8	49.9	50.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	35.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Title I School-Parent Compact Framework

P.S. 62, and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, the entire school staff and students will share responsibility for improved student academic achievement. It also outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-11. P.S. 62 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
- Provide a safe and orderly learning environment that promotes the active involvement and success of all children, follows prescribed New York City and New York State curriculum, and addresses the individual needs of each child. Faculties and children will be provided with frequent meaningful feedback regarding progress.
- Conduct parent teacher conferences two times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in November and March with one session in the afternoon and one session in the evening.
- Provide parents with reasonable access to staff. Teachers are available during the school day to meet or speak with parents regarding concerns. Parents are asked to write a note or leave a phone message for the teacher so that a mutually convenient appointment can be arranged.
- Provide parents with opportunities to volunteer and participate in their child's school through the Learning Leaders Program, and to observe classroom activities and to celebrate their children's learning.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and their right to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide clear, understandable information to parents in a consistent way across the school. Respond to requests for alternative formats to meet the needs of parents with disabilities and in a language parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. The school will provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student achievement standards as follows:
- The continued implementation of a school wide literacy curriculum that meets the requirements of NYS Standards, the National Reading Panel, and approved DY0 assessments from the New York City Department of Education.
- The continued implementation of Everyday Math in Grades 1- 4 and Math Connects for Grades K and 5
- Continued provision of Intensive Academic Intervention Services to all students who are not meeting State Standards. Continued provision of Afterschool Programs funded by Title III for ELL students who are not yet meeting State Standards.

- A continued expansion of our literacy room, which will support multi cultural selections, guided (leveled) reading, texts to support fluency, vocabulary, phonics,
- phonemic awareness and other comprehension strategies.
- Funding of literacy and technology consultants to assist administrators with schoolwide goals and systems for tracking/analyzing data and provide workshops and coaching to teachers.
- A writing continuum and support from a literacy consultant to ensure all students show growth on their writing assessments. All students will produce an end of year writing portfolio with several genres included.
- Provide workshops for parents to explain the assessments their children will be taking and how to assist in their learning.
- Family literacy workshops will be available for parents where they will learn activities they can use at home to develop and enrich their child's reading
- Everyday Math will continue to be used and online games will be encouraged for in class and at home reinforcement of skills.
- The teacher resource room will be expanded to include more books that focus on phonics, phonemic awareness and fluency
- New computers and smart boards in the classrooms will be added to enrich the learning of all subject areas.
- Family Math, Science and Technology events will continue.
- Subscriptions to Study Island will be extended to K and 1 making it now available to all grades K-5 in many subject areas. This will be used to reinforce and extend skills and strategies learned at school.

The Parent/Guardian will:

The parent/Guardian will support their child's learning by:

- Promoting positive use of their child's extracurricular time
- Having student's uniform clean and ready for school (yellow shirt and navy skirt, pants or jumper)
- Monitoring attendance.
- Provide a healthy snack and drink for K-2 Students
- Attending to all health issues including proper rest, eyeglasses, dental needs etc.
- Making sure that homework is completed and that the student is prepared each day with all necessary supplies.
- Monitoring amount of television their children watch.
- Volunteering in their child's school
- Participating, as appropriate, in decisions relating to their children's education
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as - the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, The School Support Team or other school advisory or policy groups.

Students will support their academic achievement by:

Sharing the responsibility to improve their academic achievement and achieve the State's high standards.

- Participating in class lessons.
- Completing homework and project assignments and asking for help when needed.
- Respecting class and school rules.
- Reading for at least 30 minutes every day outside of school time.
- Being responsible for school and personal items.
- Giving to parents or the adult who is responsible for their welfare - all notices and information received from school every day.
- Being responsible when using the Internet.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 27	School Number 62	School Name Chester Park
Principal Angela O'Dowd		Assistant Principal Gina Perez & Racquel LaVacca	
Coach		Coach	
Teacher/Subject Area Amy Sibley/ELL Teacher		Guidance Counselor Joyce Fan	
Teacher/Subject Area Lori Grace/Special Ed. Teacher		Parent	
Teacher/Subject Area Stephanie Huerta/Teacher		Parent Coordinator Aura Fountain	
Related Service Provider		Other Linda Dumbleton/Consultant	
Network Leader Sumita Kaufhold		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1000	Total Number of ELLs	135	ELLs as Share of Total Student Population (%)	13.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

For newly enrolled English Language Learners (ELLs) we follow the NYS LEP identification process.

*When a child enters the NYC public school system for the first time they are given a Home Language Identification Survey (HLIS) in their native language.

*The ESL Coordinator then reviews the HLIS in order to identify if the home language is other than English. If the home language is English the student is not LEP and therefore is not entitled to ESL services. If the home language is a language other than English the student enters the initial assessment stage.

*During the initial assessment stage the ESL Coordinator or ESL teachers administer the Language Assessment Battery-Revised (LAB-R) within the first ten days of admission.

*The Spanish LAB is administered to those Spanish speaking students who fail the LAB-R.

*The LAB-R is hand scored and submitted to the DAA by the ESL Coordinator. If a child scores a proficient level the child is not LEP and he or she is not entitled to ESL services. If the student scores at the beginner, intermediate or advanced level the student is LEP and will enter the program placement stage. The program placement stage begins with a Parent Orientation Meeting set up by the ESL Coordinator, Parent Coordinator and ESL Teachers.

2. Parents are informed about the Orientation Meeting by a letter and a phone call in their native language. At the Parent Orientation Meeting we have translators available in Spanish, Punjabi and Arabic. At the meeting parents watch a video in their home language that explains the three programs offered in the NYC public schools: ESL, Dual Language and Transitional Bilingual Education. After viewing the Parent Connection Video the parents complete the Program Selection Form/Parent Survey (in their home language) and select one of the three programs that are offered to them. The ESL teachers and ESL coordinator are present at the meetings to answer any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings a phone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held as needed for newly admitted ELLs.

3 Entitlement and Continuing Entitlement Letters are sent home with the ELLs in their home language. In the same envelope the Parent Survey and Program Selection Forms are sent to the parents for review. At the Parent Orientation meetings, parents are given a second copy, to ensure that all forms are returned. After watching the Parent Connection Video, parents fill out the forms with the help of translators. Through phone calls in their native language every effort is made to make certain that all parents attend these meetings. If a form is not returned, the default program for ELLs is Transitional Bilingual Education.

4. At the Parent Orientation meetings parents choose to place their children either in a bilingual or ESL instructional program. Parents are informed about the Orientation Meeting by a letter and a phone call in their native language. At the Parent Orientation Meeting we have translators available in Spanish, Punjabi and Arabic. At the meeting parents watch the Parent Connection Video in their home language that explains the three programs offered in the NYC public schools: ESL, Dual Language and Transitional Bilingual Education. After viewing the video the parents complete the Program Selection Form/Parent Survey (in their home language) and select

one of the three programs that are offered to them. The ELL teachers and ELL coordinator are present at the meetings to answer any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings a phone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held as needed for new admits.

5. A summary of parent survey letters indicate that parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull-out program. Based on the responses at the Parent Orientation meeting for newly enrolled ELLs the Parent Survey and Program Selection Forms indicate that 98% of the parents have selected a push in/pull out ESL program for children in Kindergarten through fifth grade. The default program, Transitional Bilingual education is selected for those students whose parents do not attend any of the parent orientation meetings held by the school.

6. The majority of parents of PS 62 choose to place their children in the English as a Second Language program. PS 62 offers this program for all ELLs in grades K-5.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	25	22	18	23	25									88
Total	25	22	18	23	0	0	0	0	0	0	0	0	0	88

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	123	Special Education	14
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	123	2	12	12	3	2	0	0	0	135
Total	123	2	12	12	3	2	0	0	0	135

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	14	6	8	7	6								72
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	2	1	3	2	2	1								11
Urdu	2	0	0	2	2	0								6
Arabic	1	0	1	0	1	0								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	10	10	4	5	5	6								40
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	1	0	0	1								3
TOTAL	46	26	15	17	17	14	0	0	0	0	0	0	0	135

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?

- a) The school has adopted a flexible free standing push in/pull out program.
- b) Homogeneous

2.

a) Teachers design their programs in line with state mandates to provide ESL & ELA instructional minutes for Beginners and Intermediate students (360 minutes) and minutes for Advanced students (180). The proficiency levels are determined by the NYSESLAT & LAB-R.

3.

ESL teachers design lessons that target content and language objectives in reading, writing, speaking and listening and are in keeping with the overall school, grade and class Curriculum Maps. Lessons are delivered using a gradual release of responsibility model (strategy based) and teachers are continuously assessing their students to monitor their progress and plan future lessons based on their findings. ESL teachers take their students on trips to help further their understanding and make the curriculum more comprehensible for our English language learners.

4.

a) To meet the needs of SIFE students teachers provide additional support in understanding classroom routines so that students are assimilated into the culture of school. Pictures and other visual materials are used to generate language so that students acquire particular words, gestures and intonations that are appropriate in school contexts.

b) To help newly enrolled ELLs gain English language phonemic awareness skills, a synthetic phonics approach is adopted for small groups provided during the school day by ESL teachers. The Jolly Phonics approach is used consistently across the school in Grades K-2 and is also supported by the ESL and AIS teachers. The program is NCLB approved. Additional instruction is provided in test taking strategies to ensure that students are fully prepared to fulfill their potential.

c) In recognition of the fact that academic vocabulary is acquired over many years, a key component of the program for ELLs receiving 4-

B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs

- a) Alternative part time placement in appropriate classes to acquire basic interpersonal, communication, and academic skills. (SIFE students)
- b) Grade common Curriculum Planning periods provide opportunities for ESL teachers to collaborate with classroom teachers and communicate about the individual needs of specific students. (Newcomers)
- c) AIS support is provided by 3 teachers and 1 Paraprofessional across grades K-5. (4-6 years ELL students)
- e) ELLs who have completed 6 years of service, at this school, are generally students who also have additional needs such as repeating a grade or an IEP. In this case specific goals are identified for these students who also receive additional small group instruction from AIS and SETTs service providers.
- a) - e) Extended Day provides 37.5 minutes of targeted instruction, 3 times per week for students who are at risk of not meeting the reading benchmarks and NYSESLAT performance proficiency levels. This includes ELLs. (Newcomers, SIFE, Mid & Long Term and special needs)

Title III program

6. A school wide tracking sheet monitors the progress of all ELL students, including former ELLs. Those at risk of not reaching Reading Benchmarks are provided with additional support. This might include AIS, Extended Day, classroom differentiation and additional time for ELLs in Grades 3-5 who take all State tests.

7.

To provide more focused instruction, ESL teachers have developed SMART Goals, divided into three cycles during the course of the year. The goals are in alignment with the school's CEP goals and identify specific skill outcomes for ELLs. The goals include appropriate strategies and scheduled authentic assessments.

In recognition of ELLs specific oral language needs, a comprehensive Speaking and Listening Continuum has been developed by the ESL teachers, based on the work of the Victorian Education Dept., Australia. This is in alignment with the Common Core State Standards focus on Speaking and Listening which identifies receptive and expressive language competencies.

To facilitate ease and effectiveness of instruction, a specific classroom has been designated for ESL service.

8. None

9.

Equal access to all school programs is provided for all ELLs through the provision of letters, information, flyers in languages other than English. Parent workshops are facilitated by the Parent Coordinator and interpreters are provided. Parent Orientation Meetings are conducted on an ongoing basis for newly enrolled ELLs, facilitated by the ESL teachers, ESL Coordinator, Parent Coordinator, and the Administration. For students who do not pass the NYSESLAT, additional parent workshops are held to inform the parents of their child's continued entitlement to ESL services and choice of instructional programs.

Through the Title III after school program, all ELLs regardless of proficiency level, in grades 3-5, are provided with two additional sessions of instruction per week, each of 1 1/2 hours. To ensure that all parents were aware of this service, telephone calls were made in their home language where possible. Where students are not reaching grade level expectations, Extended Day instruction is offered to them.

10. This year a newly identified room for the instruction of ELLs has been made available. This room is equipped with a wide range of technology, print, visual, and auditory resources. This includes such items as a SMART Table, I-Pods, Computers, Flip Cameras, Cassette and CD players, picture cards and a wide variety of books for many purposes. Hands on materials for science, Maps and online resources for Social Studies and the ESL handbook which accompanies the school's Math program. To supplement these resources, a well stocked Literacy Room, is also available for the loan of additional materials.

11. As part of the ESL program, Dictionaries in various languages are available for student use in the ESL Room and Mainstream classrooms. Some Spanish language materials are also available in mainstream classrooms. If necessary the ESL teachers can provide support in a range of languages other than English.

12. Yes, see earlier answers.

13. Prior to the commencement of the school year, a Parent Orientation meeting is held where parents and new students can meet the teacher. This group also includes newly enrolled ELLs. A further workshop is conducted where parents are provided with a range of simple and effective early literacy materials to use with their child during the vacation, giving them a Head Start to School. Interpreters are provided for both of these meetings. During the first month at school, Parent Orientation Week is held, where parents have the chance to meet their child's teacher and hear about class routines and expectations. The Parent Coordinator is very approachable and always available to respond to parent concerns and needs.

Arrangements are made in school, for Grade 5 students to become familiar with their future middle school. This may include, nearby school personnel speaking with 5th grade students at a special assembly. Students with their parents are then invited to visit their new school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The Professional Development plan for ESL and Mainstream teachers focuses on the following:

- Developing an understanding of the Common Core State Standards(CCSS) and their implications for the instruction of English Language Learners.
- Ensuring that the instruction of ELLs incorporates the use of technology, in line with the CCSS.
- Utilizing technology to analyze information about students' literacy performance
- Developing an online support - ToolKit - collaboratively between ESL and mainstream teachers.

Additional professional development for ESL teachers will focus on:

- Developing and using SMART goals for cycles of ELL support
- Ensuring that the ELL Speaking and Listening Continuum meets the criteria of CCSS.
- Using technology to record students' oral language development.

Strategies to be used include support from the in school literacy consultant through the provision of workshops, and coaching, and support for inter visitations, provision of weekly grade level professional periods and after school meetings with an inquiry focus. ESL teachers are available to assist mainstream teachers with ideas and resources with reference to the Scaffolding Language Scaffolding Learning:

Teaching Second Language Learners In a Mainstream Classroom by Pauline Gibbons

2. Arrangements are made in school, for Grade 5 students to become familiar with their future middle school. This may include, nearby school personnel speaking with 5th grade students at a special assembly. Students with their parents are then invited to visit their new school.

3. Two whole day professional development workshops will be held to provide training and development for ESL and Mainstream teachers addressing the needs of ELLs. These will occur on Election Day and Chancellor's Day during the year. This professional development meets the requirements under Jose P. for Mainstream teachers.

E. Parental Involvement

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

1. All parents (including parents of ELLs) are invited to the various workshops offered at PS 62. Some of the workshops planned for this year are cooking classes, curriculum planning, book making, technology, content area workshops, preparation for New York State exams, and Jolly Phonics workshops. All parents are invited to the Science Fair in March and Publishing Day in May. Parents are also invited to volunteer and participate in special events such as Field Day and class trips. Parents attend Open School week, where they can watch classroom activities throughout the day. Every effort is made to send notifications of such events in the native languages represented in our school. The school is currently developing a website which will provide readily accessible information for parents. Key flyers, invitations, forms, permission slips etc. will be posted in Punjabi, Bengali, Urdu, Spanish, and Hindi.

2. PS 62 partners with Learning Leaders. Learning Leaders conduct workshops for the parents of PS 62 during the school year. Additionally, in house school personnel with specific expertise will be released to plan and deliver workshops which explain curriculum initiatives at the school.

3. The needs of parents are evaluated through informal, ongoing notes, conversations and telephone calls. There is open communication between the administration and staff, parent coordinator and PTA.

More formally, during Parent Teacher Conference, parents are given the Annual Parent Survey which they complete whilst at the school. In this way, language support can be provided for speakers of languages other than English.

4. Based on Parents' expressed needs, workshops have been provided in various aspects of curriculum, preparation for the New York State Standardized Tests, and the use of technology. Informal family nights are also regularly held during the year where parents and their child(ren) are invited to attend Literacy, Math and Science sharing events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	5	4	2	2	2								33
Intermediate(I)	5	11	5	12	4	4								41
Advanced (A)	23	10	6	3	11	8	0							61
Total	46	26	15	17	17	14	0	0	0	0	0	0	0	135

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	6	3	0	15
4	3	5	2	0	10
5	5	7	3	0	15
6					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		9		4		0		18
4	1		7		5		0		13
5	1		8		5		1		15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		5		4		0		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		3		10				15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

whilst others may reach a plateau at some period. Therefore, this data is used to identify specific goals and sub groups for differentiated instruction. For example, more generally we noted that last year, the percentage of ELLs making at least a one year reading level gain was as follows: Kindergarten-56%, First Grade -37%, and Second Grade -85%.

Therefore, to address the lower performance of ELL First Grade students when compared with the Reading Benchmark, PS 62 has written a CEP goal which states that All Grade 1 students should reach or exceed their benchmark reading level by June 2011, as measured using the Fountas and Pinnell Benchmark Reading Assessment - Non Fiction texts. This will be supported with provision of professional development for teachers, specific programs from trained ESL teachers and support staff.

2. The following is revealed by the data patterns across proficiency levels and grades. As students progress through the grades the total number of ELLs decreases as students become Proficient. Similarly as students progress through the grades the number of beginners decreases. First and Third Grades have the most Intermediate students. This is reflected in the number of students acquiring early reading skills and making one year of growth in Grade 1 and also in the number of students who first take the ELA State Test in Grade 3. Across grades 1-5 most ELLs are achieving an intermediate level in reading and writing.

3. Strategies are specifically targeted towards providing differentiated instruction for Grade 1 ELL s to help them reach Benchmark Levels. All teachers have been given professional development identifying the importance of Oral Language, Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension strategies in developing effective reading instruction for their students. They are expected to review their data for each student to determine the appropriate strategies for their instruction.

All teachers are aware of the need to scaffold learning activities, specifically in writing by using shared experiences, oral language and interactive and guided writing sessions.

4. See earlier

5. See earlier

6. Each year students speaking, listening, reading, writing and NYSESLAT data are evaluated by the teachers. Using the NYSESLAT, success is measured by an increase in level in the four modalities. Teachers also examine the number of students that test out of the ESL program. The teachers use the Speaking and Listening Continuum to measure the student progress in moving from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. Students are expected to achieve the school set Fountas and Pinnell benchmarks in reading. The Primary Literacy Assessment is used to evaluate students' phonemic awareness, phonics and vocabulary. The school has set benchmarks for each grade.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		