



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 62 CHESTER PARK

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q062

PRINCIPAL: ANGELA O'DOWD **EMAIL:** AODOWD2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Angela O’Dowd	*Principal or Designee	
Gayle Horowitz	*UFT Chapter Leader or Designee	
Diana Castellanos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Consuelo Pafundi	CBO Representative, if applicable	
June Jordan	Member/Parent	
Sherril Sewdyl	Member/Parent	
Yulianna Reece	Member/Parent	
Jasmine Cruz	Member/Parent	
Dinelia Grajales	Member/Parent	
Ricardo Nieves	Member/Teacher/SLT Chairperson	
Janice McClean	Member/Teacher	
Andrea Wagner	Member/Teacher	
Jeanine Viani	Member/Teacher	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 90% of students in grades 3-5 will show progress in argument/opinion writing by moving up one level on the collaboratively developed rubrics aligned to students' baseline writing.

Comprehensive needs assessment

Evaluation of student argument/opinion writing at the beginning of the year – using grade level rubrics – indicated the need for progress.

Instructional strategies/activities

- Teachers will collaboratively develop lessons that incorporate oral and written skills needed for providing evidence to support arguments. Lessons will include supports and extensions for subgroups (ELL's, IEP, Extensions)
- Teachers will administer a base line, mid line and end line assessment task to monitor progress in achieving increasingly complex argument writing tasks.
- Teachers meet weekly in grade level teams to assess student work (including sub groups) and plan lessons/units that demand evidence to support a claim.
- Teachers work collaboratively with the Literacy consultant to develop a rubric to assess the use of evidence to support a claim.
- The timeline will be from September 2011 to June 2012
- 80% of students, 3-5, will move up at least one level in the "use of evidence" area of the collaboratively developed rubric. A Teacher-developed unit of study is aligned to the CCLS, including Performance Tasks, learning activities and rubrics. All teachers were involved in the development of these units.

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a literacy night and create parent resource packages with user-friendly instructional materials and guides (e.g., The Pause Prompt, Praise Bookmark).
- Parent Coordinator will host English Language lessons for parents for whom English is a second language.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in Spanish and Punjabi.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The School partners with a local preschool, the South Queens Boys and Girls Club and the New York Junior Tennis League focusing on improving the oral language abilities and emergent literacy skills that ELLs will need in order to maintain continuity of skills and further student achievement.
- The school has introduced programs – Respect for All, Anti-Bullying, NED, Gang Awareness and Conflict Resolution to promote a safe and inclusive culture and to help students develop critical thinking and communication skills.
- The school has established an attendance incentive program and a Pupil Personnel Team to address specific issues and to ensure that students' needs are met and students are active learners.
- Students participate in community services – UNICEF and Penny Harvest and gain a transformative understanding of what it means to be a global citizen. This experience will expand students' vocabulary and promote their reflection and critical thinking.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Literacy Consultant to work with Principal, Assistant Principals and Teachers
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, students in grades 2-5 will demonstrate progress in reading comprehension as measured by a 2-point increase in the comprehension score of the Fountas and Pinnell Benchmark Reading Assessment.

Comprehensive needs assessment

New York State English Language Arts test results indicated that only 67.9% of our students are reading and writing at Levels 3 and 4. Teacher teams analyzed student work in relation to the Common Core Standards and are in agreement that the systematic use of a vocabulary program would result in improvements in this summative data. This will be assessed formally through weekly and cumulative assessments which are integral to the program. This will also be assessed through observation of the use of vocabulary in student writing.

Instructional strategies/activities

- Teachers will systematically and consistently use the Elements of Reading – Vocabulary program with all students in grades 2-5.
- Teachers will establish classroom charts to monitor the students' awareness and use of words introduced.
- Regular reviews of words known, will be undertaken and the instruction modified in response to this.
- Teacher teams will collaboratively review their students' progress and share effective strategies.

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a literacy night and create parent resource packages with user-friendly instructional materials and guides (e.g., The Pause Prompt, Praise Bookmark).
- Parent Coordinator will host English Language lessons for parents for whom English is a second language.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in Spanish and Punjabi.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The School partners with a local preschool, the South Queens Boys and Girls Club and the New York Junior Tennis League focusing on improving the oral language abilities and emergent literacy skills that ELLs will need in order to maintain continuity of skills and further student achievement.
- The school has introduced programs – Respect for All, Anti-Bullying, NED, Gang Awareness and Conflict Resolution to promote a safe and inclusive culture and to help students develop critical thinking and communication skills.
- The school has established an attendance incentive program and a Pupil Personnel Team to address specific issues and to ensure that students' needs are met and students are active learners.
- Students participate in community services – UNICEF and Penny Harvest and gain a transformative understanding of what it means to be a global citizen. This experience will expand students' vocabulary and promote their reflection and critical thinking.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Literacy Consultant will provide in school support to Principal, Assistant Principal, Teachers and Parent Coordinator
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs and an afterschool program.
- Teacher and Supervisor Per Session Funds will be used for an ELL Afterschool Program for students in grades 3, 4, and 5.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, all ELL students will show progress in all four domains of speaking and listening skills as shown by the achievement of an additional 30 indicators as compared with their 2010-11 results.

Comprehensive needs assessment

Analysis of the ELA Test Results 2010-11, from the Progress Report, indicate that as a group ELL students did not make the top 40% cut off score citywide.

Instructional strategies/activities

- ESL teachers will meet regularly to review student mastery of speaking and listening skills and discuss strategies to ensure student progress.
- ESL teachers will collaboratively develop ways to ensure that the skills of speaking and listening are transferred to reading and writing in ways that are explicit for students.
- ESL teachers will implement a new program designed to integrate oral language skills with reading and writing for meaningful purposes.

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a literacy night and create parent resource packages with user-friendly instructional materials and guides (e.g., The Pause Prompt, Praise Bookmark).
- Parent Coordinator will host English Language lessons for parents for whom English is a second language.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in Spanish and Punjabi.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The School partners with a local preschool, the South Queens Boys and Girls Club and the New York Junior Tennis League focusing on improving the oral language abilities and emergent literacy skills that ELLs will need in order to maintain continuity of skills and further student achievement.
- The school has introduced programs – Respect for All, Anti-Bullying, NED, Gang Awareness and Conflict Resolution to promote a safe and inclusive culture and to help students develop critical thinking and communication skills.
- The school has established an attendance incentive program and a Pupil Personnel Team to address specific issues and to ensure that students' needs are met and students are active learners.
- Students participate in community services – UNICEF and Penny Harvest and gain a transformative understanding of what it means to be a global citizen. This experience will expand students' vocabulary and promote their reflection and critical thinking.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	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	56	56	N/A	N/A	8			3
1	25	25	N/A	N/A	7			2
2	34	34	N/A	N/A	6			2
3	33	33	N/A	N/A	9			0
4	23	23			6			4
5	20	20			8			3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>The Academic Intervention services provided at P.S. 62 support students to be successful in mainstream classrooms and close the achievement gap. Therefore, the strategies used by intervention teachers mirror those in use across the school. Literacy support covers the Five Pillars (identified by the National Reading Panel 2000) as follows:</p> <p>Jolly Phonics is a synthetic phonics program (backed by research into sound based language and NCLB approved). This is the approach in all classrooms K-2 and is used by intervention and SETSS teachers with small groups and individuals from K-5 as needed. This service is provided during the school day and by the classroom teacher during extended day for identified students. Fluency practice to reinforce fluent decoding skills is also systematically provided by intervention and SETSS teachers and supports a strategy in use by all classroom teachers. Repeated re-reading (research based strategy) to reach a specified goal, along with assisted repeated re-reading using books and tapes/CDs, or reading with a partner, are approaches used by intervention teachers K-5, in small groups and with individuals.</p> <p>Vocabulary instruction in Tier 2 (general academic) and Tier 3 (content specific) words is also included in intervention programs. This is based on the approach recommended by Isabel Beck (Robust Vocabulary Instruction) and provides multiple exposures to words in a variety of contexts. Intervention teachers use a variety of literature and informational texts to identify and teach vocabulary in small groups during the day.</p> <p>Comprehension strategies as appropriate to reading purpose and student needs are embedded in all reading activities undertaken by intervention teachers. The whole school framework used for the explicit teaching of comprehension is the Fountas and Pinnell model, i.e. thinking within, beyond, and about the text.</p> <p>ELL Title III program is provided for students identified as below standard for their grade. The program used is English Adventures, Levels 2 and 3 and is devised specifically for ELLs. It focuses on the skills of speaking and listening, vocabulary embedded within cross curricular corrections. Phonics, linguistic structures and features are also included and provide a direct support to help students achieve mastery of reading and writing. This program is delivered to groups of approximately 15 students twice per week, for one hour, after school.</p>

<p>Mathematics</p>	<p>Teachers use the Math Connects program. The program allows for support in conceptual understanding, factual knowledge and procedural facility. Small group instruction is provided during the school day and teachers identify those students needing additional support during extended day. This is provided in a small group setting, i.e. less than ten students, during this time. The reteach component of Math Connects and a variety of manipulatives are used to reteach and reinforce skills. Teachers use informal observations, mid chapter tests, and skills based checklist to evaluate and check for understanding. In addition, teachers identify specific students whose needs can be met by additional technological supports including Study Island, a school developed Google site and Fast Math. The programs are customized to meet student needs and reports generated to monitor student's progress. This takes place during centers, extended day and at home.</p>
<p>Science</p>	
<p>Social Studies</p>	
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Individual counseling and small group (3 students) instruction provided during the school day focusing on building self-esteem, anti-bullying, interpersonal skills and coping skills. Counseling resources (books, games, lessons, etc.) are utilized to help students acquire attitudes, knowledge and skills that contribute to effective learning in school.</p>
<p>At-risk Services provided by the School Psychologist</p>	
<p>At-risk Services provided by the Social Worker</p>	
<p>At-risk Health-related Services</p>	<p>1. Open Airways Class conducted twice a year in small groups. This class educates asthmatic students to manage their asthma and facilitate regular school attendance. 2. Healthy Options and Physical Activity Program (HOP) is targeted toward children with elevated Basal Metabolic Index. This one on one educational program is done with parental cooperation to aid children in lowering their BMI by increasing activity and making healthy food choices. 3. Brief class discussions about health related topics done upon teachers' requests. 4. Daily monitoring and treatment of children with skill nursing needs (Diabetes, Asthma, etc.)</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 27	Borough Queens	School Number 62
School Name Chester Park			

B. Language Allocation Policy Team Composition [i](#)

Principal Angela O'Dowd	Assistant Principal Racquel LaVacca
Coach	Coach
ESL Teacher Amy Sibley	Guidance Counselor Joyce Fan
Teacher/Subject Area Sonia Rudolph/Teacher	Parent Baljeet Kaur
Teacher/Subject Area Bibi Zabar/ Sp. Ed. Teacher	Parent Coordinator Aura Fountain
Related Service Provider	Other Linda Dumbleton/Consultant
Network Leader Sumita Kaufhold	Other Dalia Delghavi/ESL Teacher

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	944	Total Number of ELLs	146	ELLs as share of total student population (%)	15.47%
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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. 

1 LEP Identification Process

1. 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. Translators are provided in Spanish, Punjabi, Hindi and Urdu. A pedagogue conducts an informal oral interview with the parent in their native language.
- The ESL Coordinator or ESL teachers, who are licensed pedagogues, then review 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 language is indicated on the form.
- The ESL teachers administer the Language Assessment Battery-Revised (LAB-R, to students who indicate that a language other than English is spoken at home, within the first ten days of admission.
- The Spanish LAB is administered by a Spanish speaking ESL teacher 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. Parents of LEP students will attend The Parent Orientation Meeting set up by the ESL Teachers and Parent Coordinator.
- In September, the ESL Teachers use ATS to generate RMNR and REXH reports to create a list of ELLs. Those reports are used to determine the mandated number of ESL instructional minutes as required under CR Part 154 for each student.

2. At P.S.62, there are two certified ESL teachers and one certified Special Education teacher who collectively speak Spanish, Urdu, Punjabi and Hindi, working as an ESL team in order to instruct students, carry out meetings, and submit paperwork. This team works together to inform parents about the Parent Orientation Meeting by a letter and a phone call in their native language. The first Parent Orientation Meeting is held within the first ten days of school. 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. In September and 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.

If a parent chooses a program that is not offered at our school, the ESL coordinator keeps a record in order to notify them when the program choice is available. We call parents and send them letters informing them about the availability of their program choice.

3 Entitlement Letters in English and parents' native languages are sent home with the ELLs. At the Parent Orientation meetings,

parents are given the Parent Survey and Selection Form. After watching the Parent Connection Video in their native language, 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. After the Parent Orientation meetings, the ESL teachers evaluate the Parent Selection Forms. Based on the parent’s decisions for their children, the students are placed accordingly. The Program Selection form and Survey are kept in a binder arranged by school year, and held by the coordinator. All students who are not proficient on the NYSESLAT receive a continued entitlement letter in their native language. ESL coordinator keeps a checklist of students who received the letter on file. If the parent notifies the school that they do not want their child to continue ESL services then we notify the parent when a TBE/Dual language program becomes available.

5. A summary of Parent Selection forms indicates 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 100% of the parents have selected a push in/pull out ESL program for children in Kindergarten through Fifth grade.

6. The majority of parents at PS 62 choose to place their children in an ESL Push In/Pull Out 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 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No ✳	If yes, indicate language(s):
Dual language program	Yes ●	No ✳	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	128	Special Education	12
SIFE	5	ELLs receiving service 4-6 years	18	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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	128	5	12	18	0	0	0	0	0	146
Total	128	5	12	18	0	0	0	0	0	146

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														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 L	EP	EL L	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	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	13	28	15	5	5	5								71
Chinese														0
Russian														0
Bengali	2	1	2	1	3	2								11
Urdu	1	4	0	0	3	3								11
Arabic	0	1	0	0	0	1								2
Haitian														0
French														0

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
Korean														0
Punjabi	17	11	7	2	7	3								47
Polish														0
Albanian														0
Other	3	0	0	1	0	0								4
TOTAL	36	45	24	9	18	14	0	146						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a) The school has adopted a flexible free standing pull out program. The school developed a Speaking and Listening Continuum that is used to devise appropriate goals and monitor progress.
 - b) Homogeneous
- 2
 - a) Teachers design their programs in line with state mandates to provide 360 ESL instructional minutes for Beginners and Intermediate students and 180 minutes for Advanced students. Based on CR-Part 154, Advanced ELLs receive an additional 180 minutes of ELA instruction from their classroom teacher. The proficiency levels are determined by the NYSESLAT & LAB-R.

A. Programming and Scheduling Information

3.

For our ESL pull out program, the 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. The ESL teachers use the a research based program called Backpack and Rigby's English in My Pocket. Lessons are delivered using a gradual release of responsibility model (strategy based) and a variety of supportive scaffolds are used. Teachers are continuously assessing their students to monitor their progress and plan future lessons based on their findings. ESL teachers also support content area vocabulary instruction along with concept development, based on Curriculum maps.

4. Students who indicate that they speak Spanish on their HLIS form are evaluated using the LAB-R. If they fail this test, the Spanish LAB is administered to them.

5.

a) The school has no one specific program to meet the needs of SIFE students. Instead, teachers provide additional support, according to the student's level of proficiency in line with the State mandated minutes for instruction. This will include understanding classroom routines so that students are assimilated into the culture of school and providing additional vocabulary to support content instruction. 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.

Information is shared with the classroom teacher through informal contact and follow up resources. Certified ESL teachers administer the program.

b) To help newly enrolled ELLs gain English language phonemic awareness skills, a synthetic phonics approach is adopted, according to the student's level of proficiency in line with the State mandated minutes for instruction, 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. The program, English in My Pocket, is also used to support newcomers in vocabulary development. Additional instruction is provided in test taking strategies for students in grades 3-5 to ensure that students are fully prepared to fulfill their potential. Information is shared with the classroom teacher through informal contact and follow up resources. Certified ESL teachers administer the program.

c) In recognition of the fact that academic vocabulary is acquired over many years, a key component of the program for ELLs receiving 4-6 years of service is a focus on Tier 2 vocabulary. The program Backpack, Levels 2-4 are used and vocabulary is introduced thematically, with multiple exposures and opportunities for practice. The program is multi sensory, incorporating songs, interactive computer activities and picture cards to ensure vocabulary acquisition is meaningful. Support is provided according to the student's level of proficiency in line with the State mandated minutes for instruction. Information is shared with the classroom teacher through informal contact and follow up resources. Certified ESL teachers administer the program.

d) For students who are long term ELLs, the enhancement of their self confidence is of utmost importance so rehearsal and role play activities to promote fluency and expression are provided including, for example, Readers Theater. Highly scaffolded writing activities are programmed to include linguistic structures and features, and organization of text. These are provided through sentence starters, cloze activities, writing scaffolds to indicate the organization of text. Multiple opportunities are also provided for students to engage in spontaneous, free writes to build confidence, and practice writing skills for a personally significant purpose. Support is provided according to the student's level of proficiency in line with the State mandated minutes for instruction. Information is shared with the classroom teacher through informal contact and follow up resources. Certified ESL teachers administer the program.

6

Teachers utilize Backpack levels 1-4 and English in My Pocket programs to accelerate English language development. A school developed Speaking and Listening Continuum is used to devise appropriate goals and monitor progress. All teachers of ELL-SWDs ensure that the content is comprehensible by providing instruction in content specific vocabulary, using Big Books, Safari Montage video clips and Brain Pop, picture cards and informational texts.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

7.

In the self-contained class (Gr 1) the ESL teacher pushes in and is supported by the Paraprofessionals and classroom teacher. In Grades 2-

B. Programming and Scheduling Information--Continued

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

8 Targeted intervention programs

- a) 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)
- b) 1 Paraprofessional across grades 2-5 provides additional focused instruction to support ELLs. (Newcomer, 4-6 years ELL students)
- c) At present there are no ELLs who are identified as long term. However, generally in these cases specific goals are identified for these students who also receive additional small group instruction from AIS and/or SETTs service providers.
- a) - c) 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)
- d) A Title III program operates twice per week for one hour, and provides additional instruction for Beginner and Intermediate students in grades 3-5. (Newcomers, 4-6 years)

9. 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.

10

All ESL teachers plan and document their curriculum using the Atlas Rubicon software program. They identify the Big Ideas with Essential Questions as well as specific skills, strategies and content to develop understanding of the Big Ideas in the curriculum. This is a further refinement to the goal setting that was begun last year. Teachers identify three cycles of instruction along with specific goals for student achievement, that are aligned with CCLS and the school's CEP goals. Scheduled authentic assessments monitor progress. In addition to instruction in specific speaking and listening skills, begun last year, the Backpack program has been purchased to link the speaking and listening skills to reading and writing. The data on the NYSESLAT indicated that students needed additional support in reading and writing.

To facilitate ease and effectiveness of instruction, all the ESL teachers have their own classroom equipped with a range of multi sensory materials and technology designated for ESL service.

11. None

12.

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.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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11. None

12.

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.

Through the Title III after school program a supplemental ESL program is offered to all ELLs in grades 3-5. The students were chosen based on one of 3 criteria; NYSESLAT level, (Beginners and Intermediate) ELA scores (Levels 1 & 2) and below Benchmark F&P

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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?
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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.

D. Professional Development

1. The Professional Development plan for ESL and Mainstream teachers focuses on the following:
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 - Utilizing technology to analyze information about students' literacy performance
 - Developing an online support - ToolKit - collaboratively between ESL and mainstream teachers.

Calendar of PD dates

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9/27/11, 10/11/11, 11/15/11, 12/13/11, 1/17/12, 2/14/12, 3/13/12, 4/10/12, 5/15/12, 6/12/12 - Monthly meeting with Literacy Consultant

6/7/12 Chancellor's Day -topic TBA

Additional ESL professional development with the Literacy Consultant will focus on:

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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.

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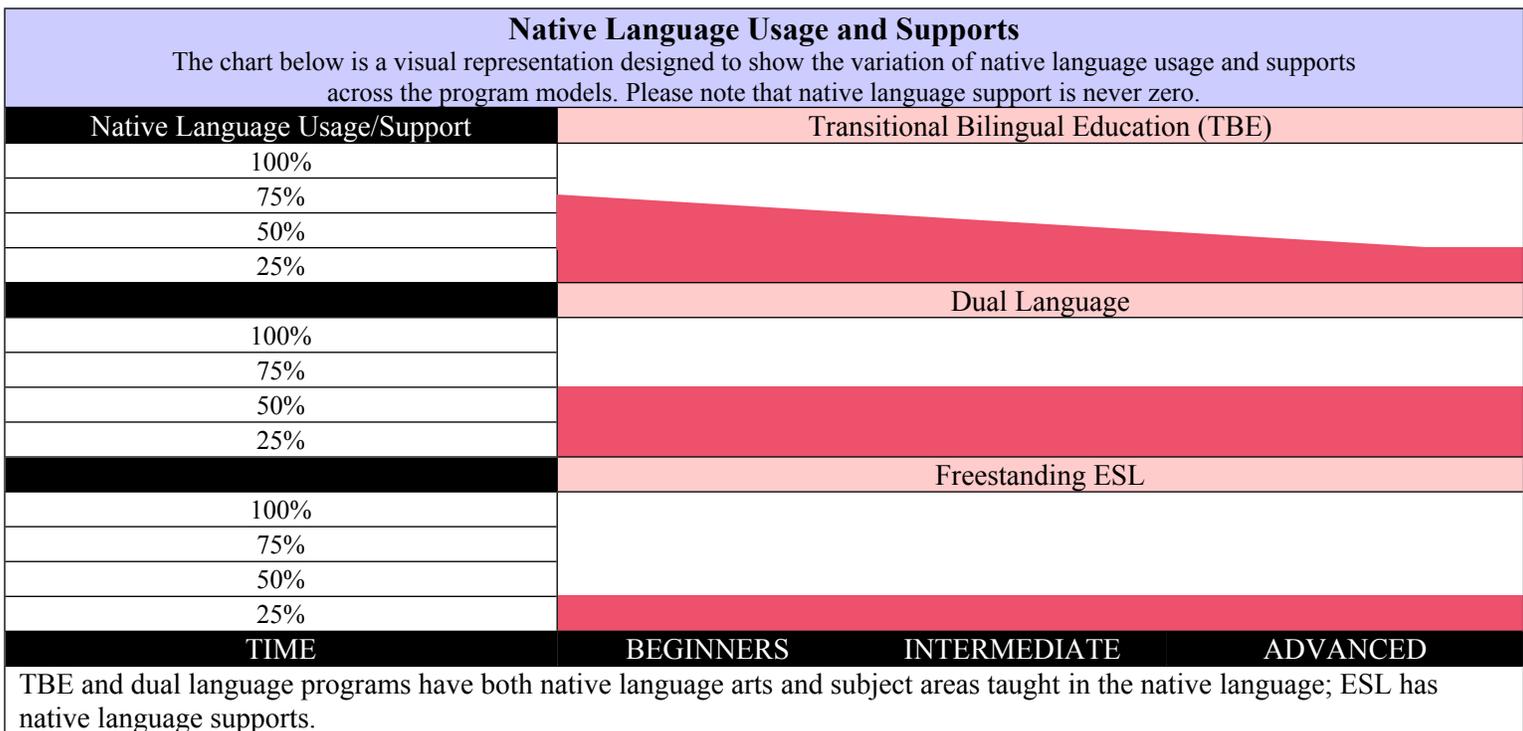
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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B. Programming and Scheduling Information--Continued

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Additional Information

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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)	14	6	0	4	0	1								25
Intermediate(I)	17	7	7	6	2	3								42
Advanced (A)	14	12	2	10	12	4								54
Total	45	25	9	20	14	8	0	0	0	0	0	0	0	121

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	1	0	1	0	0							
	I	16	6	0	0	0	1							
	A	19	14	2	11	7	6							
	P	5	4	7	8	7	1							
READING/ WRITING	B	14	6	0	3	0	1							
	I	16	5	7	7	2	3							
	A	8	13	2	10	10	3							
	P	7	1	0	0	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	7	2	0	17
4	3	12	2	0	17
5	5	4	4	0	13
6					0
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	0	10	0	5	0	0	0	20
4	1	0	8	0	8	0	1	0	18
5	0	0	7	0	3	0	3	0	13
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		6		10		1		18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Native Language Tests								
Test)	# 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
Chinese Reading Test								

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

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

B. After reviewing and analyzing assessment data, analyze the following:

1. PS 62 has created a Primary Literacy Assessment (incorporating aspects of ECLAS -2 and Fountas and Pinnell Early Literacy Assessment) that is used to evaluate students' phonemic awareness, phonics and vocabulary skills in Grades K-2. The reading performance for all students in Grades K-5 is assessed using the Fountas and Pinnell Benchmark Assessment Kit. This encompasses accuracy, fluency and comprehension skills. All of this data is recorded in Reading Tracker which is transparent to all stakeholders. A Speaking and Listening Continuum monitors the progress of all ELLs in creation of oral texts, use of cultural conventions and linguistic structures and features and application of strategies.

This data shows that ELLs do not all have the same needs, some students make rapid progress, whilst others may reach a plateau at some period. Therefore, this data is used to identify specific goals and sub groups for differentiated instruction. Teachers of ELLs record this using flexible grouping sheets. The school recognizes that speaking and listening skills are crucial prerequisites for reading and writing and therefore has written a CEP goal that states that all ELLs will master an additional 30 indicators by the end of the year.

2. The following is revealed by the data patterns across proficiency levels and grades. The LAB-R identifies many new admits that have limited English proficiency. It is noted that approximately one third of these kindergarten students test out of the program by the end of grade one. Students continue to make steady progress through the proficiency levels with all grade 5 students having reached Advanced. When students get stuck on a level it is often the reading and writing modality that is preventing further progress or testing out of the program. Additionally, they may also be students with disabilities which are impacting their progress.

3. The NYSESLAT data shows that our Speaking and Listening program is having very positive effects on students achievements, e.g. 80% of third grade students are proficient in speaking and listening. Approximately 50% of first grade students are advanced or proficient in listening and speaking. However the NYSESLAT data shows that when students are unable to progress to a higher proficiency level it is usually because their reading and writing score is lower, resulting in a plateau in their achievement. Therefore the specific program Backpack will be introduced in the 2011-12 school year. This program makes explicit the links between speaking and listening and reading and writing.

Highly scaffolded writing activities are programmed to include linguistic structures and features, and organization of text. These are provided through sentence starters, cloze activities, writing scaffolds to indicate the organization of text.

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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 62 Chester Park

School DBN: 27Q62

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela O'Dowd	Principal		12/14/11
Racquel LaVacca	Assistant Principal		12/15/11
Aura Foutain	Parent Coordinator		12/15/11
Amy Sibley	ESL Teacher		12/15/11
Baljeet Kaur	Parent		12/15/11
Sonia Rudolph	Teacher/Subject Area		12/15/11
Bibi Zabar	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
Joyce Fan	Guidance Counselor		12/15/11
	Network Leader		
Linda Dumbleton	Other <u>Consultant</u>		12/15/11
Dalia Delghavi	Other <u>ESL Teacher</u>		12/15/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q062 **School Name:** Chester Park

Cluster: 1 **Network:** N108

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 by a parent survey translated in the languages spoken by our families, a staff survey and data from ATS reports. The need for oral interpretation was assessed by the parent survey and posters displayed in the school at parent functions and events. Emergency Cards are updated during the Parent Teacher Conferences and then the appropriate changes are made in ATS. Teachers continually relay information to the Main Office about the translation 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.

Spanish and Punjabi are the two languages for which there is a major need for written translation and oral interpretation. There is also a need for Urdu, Bengali, Chinese, Arabic and Hindi. We identified the need for forms that are regularly used to be translated and easily accessible. The availability of translation and interpretation services was conveyed to parents by translated notices sent home with students, as well as, posters acquired through the DOE translation services.

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)
- Bill of Parents Rights and Responsibilities
- Flyers
- School signage

These letters and notifications are sent home with students. The Parent Coordinator also keeps copies of all letters and notifications sent home to parents in her parent room.

Translated documents are given simultaneously with the documents in English, ensuring that all parents are notified at the same time.

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, interpreters are provided in Spanish and Punjabi when needed

I

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

Requests for simultaneous and consecutive interpreters in the eight 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.

Translated notices are sent home to parents with children.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 62	DBN: 27q062
Cluster Leader: Corinne Rello Anselmi	Network Leader: Sumita Kaufhold
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S 62 will implement a supplemental after school ELL program which will be offered to all ELL students in grades 3-5. The students were chosen based on their NYSESLAT level, ELA scores and F&P reading levels. All Beginner and Intermediate Level students were invited based on their NYSESLAT score. Advanced Level students who received a level 1 or 2 on the ELA and/or reading levels below F&P benchmarks were chosen as well. The teaching team will consist of one ESL certified teacher and one Special Education Teacher. They will team teach the group of 30 students. The program will begin on Tuesday, November 1st, 2011 and continue until May 3rd, 2012. The class will meet twice a week on Tuesdays and Thursdays from 3:00-4:00 pm.. The language of instruction will be English. The program will:

- provide opportunities for students to practice listening and speaking (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 subscriptions to sites such as National Geographic.
- undertake formative and summative assessments in both speaking and listening throughout the program. The students will also learn how to do a peer and self assessment. All data will be gathered to identify progress made.
- incorporate skills and strategies from the program English Adventure Levels 2 & 3. Each lesson focuses on target vocabulary (Tier I and II), embedded within cross curricular connections and opportunities for practice. Phonics, linguistic structures and features are also included and provide a direct support to help students achieve mastery of reading and writing.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: A comprehensive professional development program is provided for all teachers of the Title III program and the ELL program within the school. This focuses on the importance of Speaking and Listening skills (receptive and expressive language). A school based Speaking and Listening Continuum has been collaboratively devised by them and professional development facilitated by an AUSSIE Consultant (Linda Dumbleton) to ensure that a common understanding was developed and

Part C: Professional Development

effective strategies identified to ensure student achievement. Additional support was also provided to enable teachers to transfer their skills in this area to the teaching of Reading and Writing so that students were prepared for success in NYSESLAT and ELA tests. Strategies for ELL students to explore and understand more complex text and to apply their learning to written tasks were also identified and developed.

Meetings are held regularly each month for 45 minutes, during the school day at a professional meeting.

Reference:

Scaffolding Language Scaffolding Learning, by Pauline Gibbons

Additional professional development is provided to classroom teachers of ELL students as part of monthly grade conferences (45 minutes during the school day) by the Assistant Principals (Tracy McMullen, Gina Perez, Racquel LaVacca). Monthly newsletters created by the three ESL teachers containing strategies particularly related to the needs of ELL students are distributed. Topics are chosen from successful strategies that the current ESL teachers have worked on with their students.???

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: An AUSSIE Consultant (Linda Dumbleton) works collaboratively with the Parent Coordinator to arrange activities for parents whose first language is other than English, to promote English Language acquisition skills. The strategies used are similar to those used in school so that parents are able to support their child's learning at home. Activities range across the Five Pillars, identified by the National Reading Panel. In addition, the Parent Coordinator capitalizes on this time to develop home school relationships with parents in order to help them understand and value education and the needs of their children.

Scheduled meetings are held regularly twice each week on Wednesdays and Thursdays from 8:00am-9:30am. Parents were notified of these sessions during the mandated Parent Orientation to identify ELL students and follow up was made by the Coordinator and teachers of ELL students. Parents then signed up to make a regular commitment. The parents who participate then follow up with others and encourage them to attend. The Parent coordinator acts as a translator for parents who attend and ESL teachers within the school also speak a range of community languages and are called upon to assist as necessary.?????

Part E: Budget

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

Allocation Amount: \$

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