



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** CHESTER PARK SCHOOL

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

PRINCIPAL: ANGELA O'DOWD

EMAIL: [AODOWD2@SCHOOLS.NYC.GOV](mailto: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	
Victoria Primiano	*UFT Chapter Leader or Designee	
Mike Duvalle	*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> )	
	CBO Representative, if applicable	
Angela O’Dowd	Member/Principal	
Mike Duvalle	Member/SLT – PTA President	
Alicia Taylor	Member/SLT – Parent Member	
Sherril Sewdyal	Member/SLT – Parent Member	
Khamel Soorjpersaud	Member/SLT – Parent Member	
Diana Castellanos	Member/SLT – Parent Member	
Victoria Primiano	Member/SLT - Teacher	
Andrea Wagner	Member/SLT - Teacher	
Jeanine Viani	Member/SLT - Teacher	

Janice McClean	Member/SLT - Teacher	
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\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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 2013, 80% of Grade 3 students will reach or exceed the school's Independent Reading Benchmark of O as evidenced by Fountas and Pinnell's Assessment System.

### **Comprehensive needs assessment**

- Evaluation of student independent reading levels at the beginning of the year, using Fountas & Pinnell's Benchmarking System, indicated the need for progress.
- Early grade progress as identified in the Progress Report, was significantly lower than Gr 4 and 5 when compared with peer schools.

### **Instructional strategies/activities**

- Teachers will collect baseline data in September/October 2012 as the F & P Benchmark Assessments are conducted.
- Teachers will record results by grade and class using a shared spreadsheet.
- Teachers will meet two times a year with Assistant Principals to monitor this data, review the findings and identify next steps for improvement.
- Teachers will form small groups for instruction, based on specific skills identified in the data.
- Teachers will target students and identify individuals for further small group instruction in Extended Day or other interventions outlined in the schools RTI plan.
- All ELL students on grade 3 will be offered additional support in a Title III after school program on Tuesdays from 3:10 to 4:30 from November to May.
- 43 students in the lowest quartile will receive intervention services from [an](#) educational paraprofessional three times a week to work on reading skills.
- The Literacy Consultant and [Administrative](#) Team will review the baseline data and devise a targeted professional development plan to address the emerging student needs and teacher competency to ensure the goal is met.
- Teachers will also be identified for individualized professional development support according to their needs and the needs of students in their class.

### **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
- 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.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The School partners with a local preschool, the South Queens Boys and Girls Club 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, Road Runners Club 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.

## **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 2013, implement a teacher-developed common Primary Math Assessment system in grades K-2 that consists of CC-aligned, mid-year and end-of-year assessment.

### **Comprehensive needs assessment**

- Analysis of math data collected from 2011-2012 in grades K-2 indicated a need for a school-wide standardized baseline assessment in math.
- The school community recognized that it did not have reliable data to show student growth K-2 and so identified a need for a standardized assessment system in K-2 math.

### **Instructional strategies/activities**

Teacher teams on each grade will:

- create a readiness assessment for Grades K-2 based on the prior year's standards.
- monitor the curriculum units for each grade to ensure alignment with the CCLS and time on task.
- assist grades in creating a second performance task to align with the CCLS and CIE's.
- identify the key standards for each grade (K-2) and create a mid year assessment to monitor the progress towards mastery of standards for that grade.
- identify the key standards for each grade (K-2) and create an end of year benchmark to measure the mastery of standards for that grade.

Individual Classroom Teachers will:

- form small groups for instruction, based on specific skills identified in the data.
- target students and identify individuals for further small group instruction in Extended Day or other interventions outlined in the schools RTI plan
- be supported by an additional cluster teacher in math to develop mathematical problem solving strategies

Professional development focusing on curriculum development, creating assessments and instructional shifts for all teachers will be provided through:

- Election Day
- Data Wednesdays (September through June)
- Chancellor's Day
- Per Session Meetings (ARRA Funds)

Results of the mid year assessment will be analyzed to refocus professional development to meet grade specific needs during Data Wednesdays.

**Strategies to increase parental involvement**

- Math teachers will design training modules and host monthly math 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 math night and create parent resource packages with user-friendly instructional materials and guides
  - 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.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here: ARRA

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The School partners with a local preschool, the South Queens Boys and Girls Club focusing on improving the oral language abilities and emergent math 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, Road Runners Club 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.

### **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 2013, teacher teams will align two units of study in Literacy and Math to the Common Core learning Standards (CCLS) in response to student learning needs as evidenced by unit/lesson plans, student work and teacher team evaluations of student work.

#### **Comprehensive needs assessment**

Evaluation of our literacy and math units of study in 2011-2012 indicated a need for further alignment to Common Core Learning Standards

#### **Instructional strategies/activities**

- A facilitator from each grade will participate in a weekly professional development meeting with the support of a literacy consultant and an administrator.
- Grade teams will meet regularly to review student work and norm expectations, in relation to a common rubric, about what meets or exceeds standards.
- Grade teams will meet weekly to examine student work from the recent unit to understand gaps in student knowledge or skill and inform the revision of their instructional unit.
- Under the leadership of grade facilitators, teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Standards.
- Teachers will collaboratively assess the quality of student work that comes out of identifying gaps in student thinking.
- Administrators meet monthly with grade teams to support and coordinate this work across the grades and identify needs for further development.
- A representative from each grade will participate in a selective Citywide Lab Site which will support the alignment of units and sharing of practices across 35 schools.

#### **Strategies to increase parental involvement**

- ELA, ELL and math teachers will design training modules and host monthly ELA/math 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
- 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.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
  X   Tax Levy     X   Title I          Title IIA          Title III          Grants     X   Other

If other is selected describe here: ARRA

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The School partners with a local preschool, the South Queens Boys and Girls Club 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, Road Runners Club 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.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<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</p>	Small group instruction	This service is provided during the school day and extended day.

	<p>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>Grade 4 uses Razkids as an additional online support program.</p>		
Mathematics	<p>Teachers use the Math Connects program. The program allows for support in conceptual understanding, factual knowledge and procedural facility.</p> <p>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, Sumdog 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>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.</p>	<p>This service is provided during the school day and extended day.</p>
Science			

Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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.	Individual and small group	This service is provided during the school day and extended day.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers in areas exempt from the current hiring freeze.
- The payroll secretary works 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.
- Tenure decisions are made via an online monitoring system and analysis of teacher portfolios. Extension of probation is periodically granted to ensure readiness of an effective teacher.
- A schoolwide teacher feedback system has been created and is regularly updated and monitored by the principal and three assistant principals. This reflects teachers performance as measured against the Danielson Framework and includes both the comments of administrators and teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes grades K-2, 30 minutes grades 3 - 5);
- 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;
- wear complete uniforms daily.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>944</b>	Total Number of ELLs	<b>146</b>	ELLs as share of total student population (%)	<b>15.47%</b>
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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

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

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

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

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

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
<b>Total</b>	<b>0</b>													

**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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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
<b>Total</b>	<b>128</b>	<b>5</b>	<b>12</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>

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
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>36</b>	<b>45</b>	<b>24</b>	<b>9</b>	<b>18</b>	<b>14</b>	<b>0</b>	<b>146</b>						

## 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.

## 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 2-5, students are pulled out and combined with other ELLs with similar language proficiencies. ESL teachers provide specific support with effective strategies to use with ELL-SWDs in mainstream classrooms and the SETTs and self contained teachers modifies curriculum to meet the needs of students and engage them in their learning.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

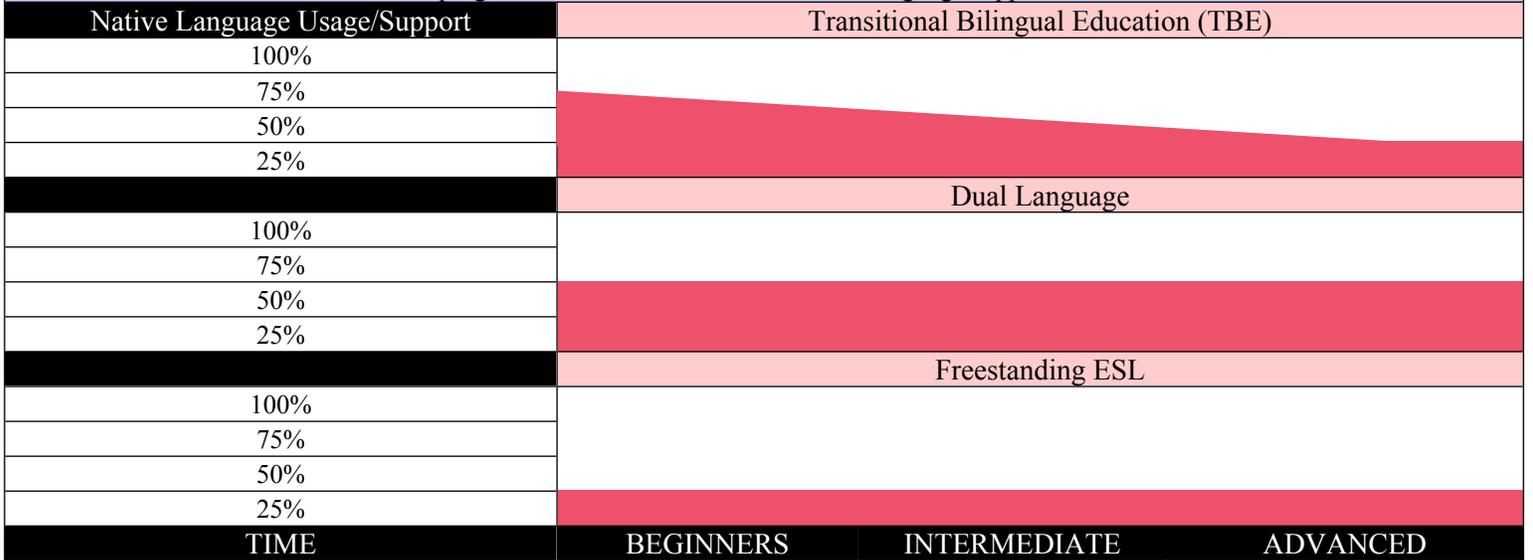
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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.

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 reading levels. The program will begin on Tuesday, November 1st, 2011 and continue until May 3rd, 2012. The class will meet twice a week for one hour. 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.

13.

Each ESL teacher's classroom is equipped with a wide range of technology, print, visual, and auditory resources. This includes such items as iPods, iPads, Computers, SMARTboard, Flip Cameras, Cassette and CD players, picture cards, puppets, posters, and a wide variety of books for many purposes. Hands on materials for science, Maps and online resources for Social Studies and the ESL handbook which accompanies the school's Math program. To supplement these resources, a well stocked Literacy Room, is also available for the loan of additional materials.

14.

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

15.

Rigby's English in My Pocket and Backpack are both programs that are designed for elementary school students. ESL teachers group their students by age and grade level where appropriate.

16.

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

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

17. None

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

### D. Professional Development

1. The Professional Development plan for ESL and Mainstream teachers focuses on the following:
  - Developing an understanding of the Common Core Learning Standards (CCLS) and their implications for the instruction of English Language Learners.
  - Ensuring that the instruction of ELLs incorporates the use of technology, in line with the CCLS.
  - Utilizing technology to analyze information about students' literacy performance
  - Developing an online support - ToolKit - collaboratively between ESL and mainstream teachers.

#### Calendar of PD dates

10/13/11, 12/7/11, 2/1/11, 4/2/11 CCLS for ELLs

10/12 /11 - Effective Questioning and Discussion Techniques

11/8/11- Vocabulary, Writing Processes and Small Group Goal Setting

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:

- Developing and using Atlas to create curriculum for three cycles of ESL instruction.
- Ensuring that the ESL Speaking and Listening Continuum meets the criteria of CCLS.
- Questioning and discussion techniques to promote higher order thinking
- Using technology to record students' oral language development.

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

2. Arrangements are made in school, for Grade 5 students to become familiar with their future middle school. This may include, nearby school personnel speaking with 5th grade students at a special assembly. Students with their parents are then invited to visit their new school.
3. Two whole day professional development workshops will be held to provide training and development for ESL and Mainstream teachers addressing the needs of ELLs. These will occur on Election Day and Chancellor's Day during the year. This professional development meets the requirements under Jose P. for Mainstream teachers. Agendas and sign in sheets are collected and placed in a binder.

## E. Parental Involvement

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

### E. Parental Involvement

#### Section E. Parent Involvement

1. Parents attend Meet the Teacher Day, where they can get information and ask questions about curriculum. Every effort is made to send notifications of such events in the native languages represented in our school. The school website provides information for parents. Key flyers, invitations, forms, permission slips etc. are translated and sent home and will be posted in Punjabi, Bengali, Urdu, Spanish, and Hindi.

A Consultant 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 and sessions last 1 ¼ hours. 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.

2. PS 62 partners with CookShop for Families. Cornell University Corporate Extension provides workshops on health and conserving energy. The NYPD also delivers a workshop on gang awareness. Additionally, in house school personnel with specific expertise will be released to plan and deliver workshops which explain curriculum initiatives at the school.

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

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

A monthly LAP meeting is held and a parent representative attends. This forum provides for two way communication, ensuring that the needs of parents are known and responded to by the school.

4. Based on Parents' expressed needs, all parents (including parents of ELLs) are invited to the various workshops offered at PS 62. Some of the workshops planned for this year are cooking classes, curriculum planning, arts and crafts, technology, content area workshops, preparation for New York State exams, ARIS workshops, and Early Literacy workshops. All parents are invited to the Science Fair in March and Publishing Day in May. All parents are invited to attend, along with their child, evening family fun nights which focus on different content areas e.g. literacy, math, art. Parents are also invited to volunteer and participate in special events such as Field Day and class trips.

## 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
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 Test)									
Chinese Reading Test									

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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.

4.
  - a) None of the students at this time take tests in languages other than English.
  - b) ELLs are included in the ELA periodic assessments and their results reviewed by classroom teachers and administration. Strengths and weaknesses of this subgroup are noted and specific strategies are discussed and implemented by ESL and mainstream teachers.
  - c) By cross referencing the ELA and NYSESLAT data we noticed that only one student in grade four and grade 5 were advanced in their

NYSESLAT level and scored a level 3 in the Periodic Assessment. All other students scored a level 2 or below. See number 2 above for actions being taken.

5. N/A
6. Each year students speaking, listening, reading, writing and NYSESLAT data are evaluated by the teachers. Using the NYSESLAT, success is measured by an increase in level in the four modalities. Teachers also examine the number of students that test out of the ESL program. The teachers use the Speaking and Listening Continuum to measure the student progress in moving from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. Students are expected to achieve the school benchmark reading levels using Fountas and Pinnell Benchmark Reading Assessment Kit. The Primary Literacy Assessment is used to evaluate students' phonemic awareness, phonics and vocabulary and their scores are compared with school benchmarks. Specific writing tasks are part of the classroom teachers curriculum and are accompanied by grade specific rubrics. All students' writing is assessed using these rubrics and moderated across the grade. These results are reviewed and the achievement of ELLs is specifically discussed and noted. Strategies to promote further achievement are identified and shared across the grade and student results are shared with the ESL teachers.

### 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		

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)
	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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 62	DBN: 27q062
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 ESL program which will be offered to all ESL students in grades 3-5. The students will be grouped based on their NYSESLAT level, ELA scores and F&P reading levels. . The teaching team will consist of one ELL certified teacher and one Special Education Teacher. They will team teach the group of 24 students. The program will begin on Tuesday, November 13th, 2012 and continue until May 7th , 2013. There will be one class on Mondays and one class on Tuesdays. Each class will meet once a week for one and a half hours. The classes will be mixed grades as they are grouped by performance level. The language of instruction will be English. The program will:

- provide opportunities for students to practice reading and writing skills with the teacher and each other, through the use of exemplary complex texts and multimedia presentations. Safari Montage video clips will be used in conjunction with teacher created writing responses.
- incorporate skills and strategies from the program English Adventure Levels 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.
- incorporate NYSESLAT preparation skills using multiple sources including: Empire State NYSESLAT book.

### 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 ESL 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 a

## Part C: Professional Development

Consultant to ensure that a common understanding was developed and 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's 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, during the school day at a professional meeting.

A Literacy education consultant, a Literacy major with extensive experience working with ELLs, has been engaged consistently through the AUSSIE company, for 85-100 days per annum over a 5 year period. During that time, the consultant has worked regularly with ESL teachers providing professional development for them. A study group using the recommended text: *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons, has been undertaken by the ESL teachers to review effective best practice methodology in all modalities. Additionally, inquiry groups have met during these years to review the importance of developing effective speaking and listening skills as a precursor to reading and writing. A range of National and International resources have been used to inform this work, and, as a result, a school based Speaking and Listening Continuum has been devised. This includes receptive and expressive modes in four areas of creating and understanding oral texts, linguistic structures and features, cultural conventions of language and strategies for language acquisition. The indicators on this Continuum serve to focus the instruction for ELLs and to measure their progress. Regular monthly professional development meetings have been held and NYSESLAT data reviewed. Professional development has been devised by the consultant to meet these emerging needs. Recently this has included the need to teach students how to transfer their oral skills to reading and writing.

Specific professional development has also been provided for the teachers of the Title III program, over the past 3-4 years, in order to prepare them for this work. Recently this has included a focus on using audio visual presentations to introduce cultural knowledge and provide a spring board for the development of academic language. Academic vocabulary instruction is a significant component of this work with ELL students. The NYCDOE paper - *ELL Consideration for CC Aligned Tasks in ELA* has provided a basis for this ongoing professional development.

Reference:

*Scaffolding Language Scaffolding Learning*, by Pauline Gibbons

*ELL Considerations for CC Aligned Tasks in ELA* by NYC Dept. of Ed.

Additional professional development is provided to classroom teachers of ELL students as part of monthly grade conferences. Monthly newsletters containing strategies particularly related to the needs of ELL students are distributed.

**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:

A Consultant 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 once each week and sessions last 1 ¼ hours. 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. [REDACTED]

**Part E: Budget**

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

Allocation Amount: \$

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

**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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		