



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

School Name: PS 62
DBN (i.e. 01M001): 27Q062
Principal: ANGELA O'DOWD
Principal Email: AODOWD2@SCHOOLS.NYC.GOV
Superintendent: MICHELLE LLOYD-BEY
Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Angela O’Dowd	*Principal or Designee	
Victoria Primiano	*UFT Chapter Leader or Designee	
<u>John Gonsalves</u>	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Kharla Boyce	Member/ <u>Teacher</u>	
Jennifer Marcotte	Member/ <u>Teacher</u>	
Sharmela Chandrashekhar	Member/ <u>Teacher</u>	
Paola Strand	Member/ <u>Parent</u>	Vacant
Cordoba Yanina	Member/ <u>Parent</u>	
Khameel Soorjpersaud	Member/ <u>Parent</u>	
Tasha M. m -Tufino	Member/ <u>Parent</u>	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

80 % of teachers score Developing or above in Domain 2 of the Teacher Evaluation and Development Framework.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The introduction of a new Teacher Evaluation Framework (Advance) necessitated the collection of some base line data from which to monitor growth. Since Domain 2 focuses on the establishment of effective classroom environments, both with respect to physical organization and a culture for learning. It was felt that effective classroom environments acted as a foundation from which to maximize student learning, therefore it was decided that this was an appropriate starting goal to begin to collect data and identify those aspects that were most crucial in leading to improved student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All Faculty will be asked to undertake personal reflection and nominate a specific focus for growth from the competencies listed in Domain 2
2. Instructional Walkthroughs will be conducted.
3. Regular, timely, formal and informal observations will be conducted by Administration.
4. Professional development will be provided to grade teams, whole school and individuals.
5. School Expectations for 2013-14 and Faculty Handbook will be distributed.
6. Inter visitations will be organized for specific teachers and encouraged for others.

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

1. The Administration team and Education Consultant will devise an on line form and deliver a focused professional development activity to develop teachers' understanding of this Domain.
2. Administration and Talent Coach
3. Administration – Specific supervisors allocated to all staff.
4. Education consultants for Math, Literacy and the Lab Site, supported by the Principal and Assistant Principals as appropriate.
5. The Administration team, supported by the Literacy Education Consultant employed by the school, will prepare these documents to ensure they reflect the latest expectations and practices.
6. Assistant Principals will identify and organize inter visitations for identified teachers, for specific purposes. Additionally all of administration will encourage teachers to link with one another according to their needs and identified learning focus.

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

1. The professional development will be delivered and 100% of Faculty will complete the on line form.
2. The Walkthroughs will include at least one visit to all staff during the course of the year with a different range of supervisors.
3. The majority of staff have nominated to receive 1 formal and 3 informal observations The ratings for these observations are entered into the Advance System. By January 2014, an initial collation and review of evidence will take place to determine if we are on track to meet our target.
4. By January 2014, all grades will have received at least one grade professional development session addressing a competency from Domain 2, from the Danielson Framework. Whole school professional development will have been delivered to address creating culture of respect and rapport (Domain 2)
5. The Expectations and Handbook will be shared and discussed with all staff at a meeting at the beginning of the year and revisited as necessary. Faculty will sign to indicate they have received and read these. Follow up feedback regarding teachers' application of expected processes, will be provided through informal visits and instructional walk throughs. Areas of general concern will be noted and addressed at Faculty conferences.
6. Administration will note in their school based feedback system, the teachers who have made inter visitations. These will be discussed at during scheduled meetings with teachers.

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

1. The PD will be delivered by 11/13/13. The form will be completed by 11/15/13
2. Ongoing between 9/9/13 and 6/20/14
3. These will be spread out over the course of the academic year, 9/9/13 – 6/30/13
4. An initial round of professional development will occur between 9/13 – 1/31/14. However further professional development will be scheduled for later in the year, up to

6/20/14.

- The Handbook and Expectations will be updated and distributed by 9/13, aspects revisited by 11/5/13 and ongoing.
- By 1/31/14 Administration will have identified and organized for at least one inter visitation for nominated teachers. By 3/28/14 a further inter visitation will also have been arranged.

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

- The on line form responses will be summarized and reviewed. Key areas will be identified and Administration and the Education Consultants will provide targeted professional development activities.
- Administration and Talent Coach will review their low inference observations and provide feedback to teachers for their reflection and response.
- The supervisor will provide feedback, verbal or written in a timely manner. This will be entered into the Advance System, uploaded to the PS 62 Google Site and feedback emailed to teachers.
- Grade professional periods will be supplemented by additional releases to deliver targeted professional development sessions. Election Day and Chancellor's Day will also be used to deliver whole school PD. Faculty conferences and monthly Grade meetings will also be used.
- Administration will prepare these over the summer; the beginning of the year meeting on 9/4/13 will be used to discuss these.
- Teachers will be expected to use one of their preps to schedule these visits.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A SLT Workshop is planned to explain the Danielson framework and its use in teacher evaluation, with a specific focus on the instructional aspects of the framework. The connection will be made between establishing an effective class environment and the academic and personal behaviors identified as a focus for the Student of the Month Award, nominated by each class. This sharing with parents will focus on identifying a new set of cultural expectations and empowering them to support their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase proficiency of performance by 5% in Math State Assessments when compared with the 2012-13 results.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Comparison of the Math State Test results from 2011-12 with 2012-13 showed that the percentage of students at Level 3 or Level 4, dropped from an average of 77% to 42.9%. Whilst it is acknowledged that the demands of the latest test increased, the fact remains that students need to be better prepared to be successful in the State Test. Therefore this goal was selected to begin the process of continual improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All class teachers will be expected to use the Math Modules produced by commoncore.org and published on the engageny site to promote student understanding of key concepts.
- The school will apply to be a member of the Lab Site Pilot, with a focus on implementing Common Core aligned Mathematics.

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

- A Math Consultant will be employed (26) days for in school support for all grades K-5. An identified Assistant Principal along with a Math Education Consultant will support the implementation of the Math Modules. Commoncore.org will present professional development in understanding and implementing the Modules, a teacher leader from each grade, and the AP and Principal will attend these sessions. The Math Modules are produced in hard copy for teachers' use and selected sheets are bound to form a Homework Workbook.

2. The Lab Site will provide an Instructional Coach to support identified teachers who are part of this pilot.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Mid and End of Module assessments will be conducted as indicated in the Modules. The results of these will be entered on a web school based spreadsheet and the results reviewed by the administration team. Reviews of significant data will be conducted with teachers. Goals and strategies will be refined in response to emerging needs.
- D. Timeline for implementation and completion including start and end dates**
1. 9/9 to 6/25/14. The Pacing of the Modules will be in line with that provided by commoncore.org and assessments will be spaced accordingly.
- 2. Lab Site meetings will be held DATES**
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly meetings are allocated, for each grade, to meet and review their instruction of the Modules, to identify their needs and evaluate assessments. Expectations for these meetings are made clear to the grade through the use of a Protocol designed for this purpose. A teacher leader is appointed for each grade to co-ordinate this professional development. In addition the December Grade Conference was allocated to exploration of issues in implementing the Modules, as well as 6 half-day releases during the year. Teacher leaders from each grade will continue to attend regular professional development sessions provided by commoncore.org and then turnkey this to their grade level peers. Grades are scheduled to meet with the Math Consultant regularly and also to receive follow up classroom visits.
2. Lab Site personnel will provide a general PD at the beginning of the year and support this with classroom visits of the 2 teachers identified. The Lab Site protocol will be used to facilitate these meetings and feedback to teachers will be provided.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Workshops will be held to inform parents about the approaches to Mathematics teaching in the new Math Modules. The sessions will address K-2 and 3-5 strategies with the intention that parents will be better equipped to support their children in their new learning. A Math Night will be held for parents and their children, to undertake engaging interesting Math activities that can be enjoyed together. Videos of good practice are uploaded to the school website and Facebook page. Math teaching is addressed at both the PTA and SLT meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

80% of teachers score Developing or above in Component 3b of the Danielson Framework.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school had previously been working on close reading of complex texts and developing appropriate sequences of questions to unpack these texts to support the ELA shifts in the CCLS. This, combined with the Citywide instructional expectation to select an instructional focus that further supported teachers' professional development in making these shifts, identified the need to work on Component 3b of the Danielson Framework. The Instructional Focus set by the school is "using assessing and advancing questions to deepen understanding". It was felt that by improving the rigor of teachers' questions, students would be better prepared to succeed in State tests.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All staff will be asked to undertake personal reflection and nominate a specific focus for growth from the critical attributes listed in competency 3b.
- Regular, timely, formal and informal observations will be conducted by Administration.
- Professional development will be provided to grade teams, whole school and individuals.

4. Lesson Plan Template and Text Dependent Questions Protocol will be developed and presented to staff during professional development sessions.
5. School Expectations for 2013-14 and Faculty Handbook will be distributed which will outline an exemplary lesson plan template and protocol for developing text dependent questions.

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

1. The Administration team and Education Consultant will devise an on line form and deliver a focused professional development activity to develop teachers' understanding of this competency.
2. Administration – Specific supervisors allocated to all staff.
3. Education Consultants for Math, Literacy and the Lab Site, supported by the Principal and Assistant Principals as appropriate. ESL teachers will distribute a regular newsletter with practical support for ELL students in mainstream classrooms.
4. Administrators and Literacy Consultant.
5. The Administration team supported by the Literacy Education Consultant, will prepare these documents to ensure they reflect the latest expectations and practices.

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

1. The professional development will be delivered and 100% of staff will complete the on line form.
2. The majority of staff have nominated to receive 1 formal and 3 informal observations. The ratings for these observations are entered on the Advance system. By January 2014, an initial collation and review of evidence will take place to determine if we are on track to meet our target.
3. By January 2014, all grades will have received at least one grade professional development session addressing competency 3b. and received a newsletter of ELL support strategies.
4. Lesson Plans and Text Dependent Protocols will have been collected and reviewed and feedback provided. Areas for further development will be noted.
5. The Handbook and Expectations will be updated and distributed by 9/13, aspects revisited by 11/5/13 and ongoing.

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

1. The PD will be delivered by 11/13/13. The form will be completed by 11/15/13
2. Ongoing between 9/9/13 and 6/20/14.
3. An initial round of professional development will occur between 9/13 – 1/31/14. However further professional development will be scheduled for later in the year, up to 6/20/14.
4. The Lesson Plan Template will have been devised and shared by 11/5/13. The Protocol will have been further discussed by 1/31/14.
5. By 9/13 the Handbook and Expectations will be updated and distributed, aspects will be revisited by 11/5/13 and ongoing.

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

1. The on line form responses will be summarized and reviewed. Key areas will be identified and Administration and the Education Consultants will provide targeted professional development activities.
2. Administration and Talent Coach will review their low inference observations and provide feedback to teachers for their reflection and response. Observations are entered into the Advance system, uploaded to the PS 62 Google Site and feedback emailed to teachers.
3. Grade professional periods will be supplemented by additional releases to deliver targeted professional development. At least one of these sessions will involve the Lab Site team, to deliver a *train the trainer* model of professional development, to build school based capacity so that the participants will be able to turnkey this to other groups in the school. A video made of a teacher practitioner within the school will be used as part of the professional development. Election Day and Chancellor's Day will also be used to deliver whole school PD. Faculty conferences and monthly Grade meetings will also be used.
4. Inter visitations will be organized by supervisors for their nominated teachers.
5. Administration = will prepare these over the summer, beginning of the year meeting on 9/4/13 will be used to discuss these.
- 6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A Parent Workshop is planned to share information with parents about the kinds of questions they can ask their children in a range of literacy activities such as enjoying a family outing, or reading a story together. A Literacy Night will be held for parents and their children, to undertake a range of engaging, interesting Literacy activities that families can enjoy together and focus on questioning and discussion. Current Literacy topics such as use of complex texts, questioning and student discussion is addressed at both the PTA and SLT meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	X	Title IA		Title IIA		Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Guided Reading, Guided Writing, Jolly Phonics, Jolly Grammar	Small Group Instruction, one-to-one tutoring	Extended Day
Mathematics	Engage NY Math Modules, Concept Development, Visual Models	Small Group Instruction, one-to-one tutoring	Extended Day
Science	Literacy based component: Guided Writing, Jolly Phonics, Jolly Grammar	Small Group Instruction, one-to-one tutoring	Extended Day
Social Studies	Literacy based component: Guided Writing, Jolly Phonics, Jolly Grammar	Small Group Instruction, one-to-one tutoring	Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Decision Making, Social Skills, Coping Skills	Small Group, one-to-one	During the school day, Extended Day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment strategies include hiring substitute teachers in order to verify their skills and suitability for teaching at PS 62. If suitable, their names are retained on file, in the event of a vacancy occurring. Liaison with network and local district colleagues to identify effective teachers who are searching for a new appointment. Unsolicited résumés are also kept on file and referred to when a vacancy occurs. Prospective teachers are asked to teach a lesson and attend a group interview. The panel consists of members of the administration team and a teacher leader. Retention strategies include employing teachers who are on leave as F status teachers, so that they maintain contact with the school, and continue to develop their skills. So that teachers continue to develop their teaching skills and are placed in assignments where they can perform at their best, a preferences sheet is distributed towards the end of the school year. New positions are made known at this time and teachers are invited to apply for those, and also to state their requests for changes of position in order to further develop their skills. The administration team makes the selection.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers within the school are always encouraged to develop their teaching and educational leadership skills. As a result, many teachers have undertaken their administration licenses and further studies. The Principal mentors these teachers and seeks opportunities for them to undertake projects within the school so that they can develop their skills appropriately. Furthermore, the Principal follows up on opportunities to be part of inquiry research pilot schemes so that teacher leaders can be identified and provided with Citywide opportunities for professional development and the opportunity to 'turnkey' this to their peers. A comprehensive range of in-school professional development activities is also planned for the whole staff and includes two Chancellor's Days, Election Day and nominated 6 half days during the year. Faculty and Grade conferences, as well as shorter, needs based workshops are also delivered as required. The school schedule provides for each grade to meet regularly each week to review student work and their instructional strategies. In this way, a wide variety of professional development needs can be met, ensuring that the school is a vibrant learning community.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding is consolidated to provide a cohesive approach to socio-emotional learning transitions from pre-school to kindergarten and grade 5 to middle school, parent health workshops and services for Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Contact is maintained throughout the year, with the local preschools by the Parent Coordinator. Additionally parents who attend the workshops and classes provided by the Parent Coordinator, often have preschool age children. They are effective conduits for informal information sharing. More formally, prior to the end of the year, a Pre-school orientation visit occurs, at which the administrators meet the parents and children, they visit the classrooms, receive information and an invitation to a follow up workshop. This workshop is designed to show them and give them an opportunity to practice activities they can do with their child to prepare them for Kindergarten. A Home Pack is provided for the summer vacation. Parents of children are invited to enroll before the year begins and to advise school personnel if special services are required for their child. In this way, preparations can be made in a timely manner and ensure a smooth transition to elementary school..

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment
--

measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher representatives were invited to be part of the selection process to determine the types of assessments that would be used to measure student achievement.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 062
School Name Chester Park		

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

Principal Angela O'Dowd	Assistant Principal Racquel LaVacca
Coach	Coach
ESL Teacher Dalia Delghavi	Guidance Counselor Joyce Fan
Teacher/Subject Area Sherri Ramesar/Kindergarten	Parent Yanina Cardoba
Teacher/Subject Area type here	Parent Coordinator Aura Fountain
Related Service Provider type here	Other Linda Dumbleton/Consultant
Network Leader(Only if working with the LAP team) Lynette Guastaferro	Other Margolzata Rogos

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	913	Total number of ELLs	111	ELLs as share of total student population (%)	12.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	6	6	4	3	3	1								23
SELECT ONE														0
Total	6	6	4	3	3	1	0	23						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	16
SIFE	3	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	97	3	11	14	0	5	0	0	0	111
Total	97	3	11	14	0	5	0	0	0	111

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	10	3	7	7	4								42
Chinese	0	1	0	0	0	1								2
Russian	0	0	0	0	0	0								0
Bengali	1	1	0	0	1	0								3
Urdu	1	0	0	1	0	0								2
Arabic	0	0	0	1	0	1								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	16	21	7	8	6	1								59
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	1	0	0	0								1
TOTAL	29	33	11	17	14	7	0	0	0	0	0	0	0	111

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	2	1	0	1	1								16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	8	1	7	6	1								23
Advanced (A)	18	23	9	10	7	5								72
Total	29	33	11	17	14	7	0	0	0	0	0	0	0	111

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3	1	0	12
4	8	3	0	0	11
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	5	0	2	0	0	0	14
4	2	1	7	0	2	0	0	0	12
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	1	0	2	0	0	0	7
8									0
NYSAA Bilingual (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 a P.S. 62 developed online spreadsheet 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.

According to our Fountas and Pinnell data

- In first grade 81% of ELLs are below the fall reading benchmark levels and 9% are on or above
- In second grade 100% of ELLs are below fall reading benchmark levels
- In third grade 94% of ELLs are below fall reading benchmark levels and 6% are on or above
- In fourth grade 100% of ELLs are below fall reading benchmark levels
- In fifth grade 100% of ELLs are below fall reading benchmark levels

According to our data most of our ELLs are below the fall reading benchmark levels. Therefore, this year we invested in a new curriculum called National Geographic Reach. This program is designed to challenge ELLs academically and is geared specifically towards reading and content area instruction. It includes instructional materials in a wide range of print, visual and digital resources designed to increase English language proficiency. The program's content aligns with the mainstream classroom curricula. This will help our ELLs master speaking, listening, reading and writing skills through relevant content to ensure that they progress in their classroom. Embedded in the program are scaffolds that will address the needs of our Beginner and Intermediate ELLs. This program includes instructional materials in a wide range of print, visual and digital resources designed to increase English language proficiency.

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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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. This year there are 29 ELLs in kindergarten. 62% are advanced.

NYSESLAT data indicates the following:

- Overall 7% of ELLs are Beginners, 26% are Intermediate and 67% are Advanced.
- In first grade 3% are Beginners, 23% are Intermediate, 74% are Advanced.
- In second grade there are no beginners, 10% Intermediate and 90% Advanced.
- In third grade 7% are beginners, 43% are Intermediate and 50% are Advanced.
- In fourth grade 14% are beginners, 14% Intermediate and 71% Advanced.
- In fifth grade 18% are beginners, 18% are Intermediate and 65% are Advanced

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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a) See question 2. None of the students at this time take tests in languages other than English.
- b) ELLs are included in the Math 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) As of October 2013 a periodic assessment in Math has been administered. ESL teachers have learned that math vocabulary is a weakness for ELLs that will be addressed through small group instruction in Math Vocabulary. Spanish and Punjabi interpreters will be provided for newcomers during the Math periodic assessment.
- 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- There are many forms of data that PS 62 uses to guide instruction for ELLs within the Response to Intervention framework. The school uses the Fountas & Pinnell Benchmark System (3 times a year), K-2 Primary Literacy Assessment (twice a year) and Math baseline tests (twice a year) for universal screening. The assessments that monitor ongoing progress are running records, Jolly Phonics Sound Assessments, math assessments and progress reports. ESL teachers also take small groups during extended day to target instruction to ELLs within the RtI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- 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.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- At P.S. 62 NYSESLAT data is used to evaluate the success of our program for ELLs. Since 2012 our ELL population has decreased from 146 to 111 students. 67% of our ELLs are now Advanced compared with 45% in 2012. We also have a P.S. 62 generated Speaking and Listening Continuum which we use to set goals for ELLs. Assessments are created based on these goals and student progress is recorded on a spreadsheet that is transparent and available to all teachers at P.S. 62.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 trained 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. 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.
At P.S.62, there are three certified ESL teachers and one certified Special Education teacher who collectively speak Spanish, Urdu, Punjabi, Hindi, and Polish 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. The parents are provided with a list of schools that offer Dual Language and Transitional Bilingual programs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Entitlement Letters in English and parents' native languages are sent home with the ELLs. The ESL coordinator keeps a checklist of parents who received the letters. 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 necessary, ESL teachers meet parents at intake and dismissal to set up a time to meet. If a form is not returned, the default program for ELLs is Transitional Bilingual Education. Continued Entitlement letters are sent home in student's native language at the start of the school year. We have a checklist to ensure each child who is still entitled to services receives this letter. ESL teachers also keep in contact with parents of ELLs through phone calls and emails.
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. The 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.

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.

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. 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. The parents are provided with a list of schools that offer Dual Language and Transitional Bilingual programs. The Program Selection form and Survey are kept in a binder arranged by school year and held by the coordinator.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following steps are taken to ensure that all sections of the New York State English as a Second Language Achievement test are administered. When the NYSESLAT arrives the ESL teachers take an inventory of each box to insure that all the materials have been delivered. The ESL coordinator generates the RLER in order to identify the students eligible for testing. All security forms and test sign out sheets are created for each part of the NYSESLAT. Teachers sign out testing envelopes daily.

Speaking: We begin with the Speaking portion of the NYSESLAT. ESL teacher do not assess their own students for the speaking portion of the NYSESLAT. An ESL meeting is held to assign students to an ESL teacher. Each teacher has a check list of the students they are to assess. After they are assessed the ESL teacher checks off their name and records the date.

Listening, Reading and Writing: Grade envelopes are made indicating the students that need to be tested and any students who have testing modifications. The envelopes contain a student checklist, the tests, answer grids, and any materials needed for administering the exam such as listening CDs and pencils. The test is secured in a locked cabinet inside a locked testing closet in the Assistant Principal's office.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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. PS 62's ESL program model is aligned with the parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) The school has adopted a flexible freestanding pull out program. The school developed a Speaking and Listening Continuum that is used to devise appropriate goals and monitor progress.
 - b) Homogeneous
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)?

There are three certified ESL teachers to provide the mandated instruction to the ELLs. One teacher pulls out kindergarten and half of grade one ELLs, grade two ELLs are taught by another teacher and the third ESL teacher teaches grades three, four and five. The three teachers meet the mandated number of instructional minutes required for ELLs based on CR-Part 154.

 - 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.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For our English language ESL pull out program, the ESL teachers design lessons that target content and language objectives in reading, writing, speaking and listening and address the Common Core Standards in those areas. Topics discussed are in keeping with the overall school, grade and class Curriculum Maps. The ESL teachers use the research based programs called National Geographic Reach and Rigby's English in My Pocket for beginner ELLs as well as supplementing this with systematic phonics instruction (Jolly Phonics). Lessons are delivered using a gradual release of responsibility model and a variety of supportive scaffolds are used. The National Geographic Program forms the basis of the curriculum for ELLs. This program contains both non-fiction and fictional texts. A comprehensive Speaking and Listening Continuum based on Speaking and Listening Common Core Standards has been developed and is used to set individual goals for students and monitor their progress. ESL teachers also support content area vocabulary instruction along with concept development, based on Curriculum maps. Teachers use a variety of formative assessments such as oral reading, short written tasks and oral language observations to continuously assess their students in order to monitor their progress and plan future lessons based on their findings.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. Math and Science tests are also orally translated and given in Spanish, Urdu and Punjabi throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading and Writing

All ELLs are assessed three times a year in the mainstream using Fountas and Pinnell Benchmark Reading Assessments and also completing independent writing tasks. This information is shared with ESL teachers using online spreadsheets. Additionally, ESL teachers use their own informal reading and writing assessments embedded within classroom tasks to fine tune their data.

Speaking and Listening

A comprehensive Speaking and Listening Continuum based on Speaking and Listening Common Core Standards has been developed and is used to set individual goals for students and monitor their progress. Goals are set and reviewed three times a year in instructional cycle. The curriculum is tailored to provide opportunities for students to develop and show their learning according to the goals set.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) The school has no one specific program to meet the needs of SIFE students. Instead, teachers provide additional support by pulling out ELLs, according to the student's level of proficiency in line with the State mandated minutes for instruction during their literacy block. 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 during literacy instruction. This pull out service is implemented according to the student's level of proficiency in line with the State mandated minutes for instruction. The Jolly Phonics approach is used consistently across the school in Grades K-2 and is also supported by the ESL teachers. The program is NCLB approved. The programs, English in My Pocket and National Geographic Reach are 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 National Geographic Reach, Levels A-F 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. This pull out support is provided during literacy instruction, 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. This pull out support is provided during literacy instruction, 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.

e) ESL teachers provide regular contact with teachers of former ELLs for up to two years, providing resources and strategies to meet their needs. A regular newsletter containing specific teaching ideas and strategies to support former ELLs is produced and shared with all classroom teachers. Former ELLs are given time and half during all practice tests and state exams for up to two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers utilize National Geographic Reach, Levels A-F, 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, BrainPop and National Geographic’s online resources, picture cards and informational texts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL teachers collaborate with other service providers to flexibly schedule services for ELL-SWDs so that they receive all of their entitlements ensuring that they meet their IEP goals. At the beginning of the year ESL teachers meet with Special Education teachers to review IEP goals for students and also attend IEP meetings throughout the year. Classroom teachers of ELL-SWDs schedule their instruction around the time table of service providers to ensure that core curriculum is delivered to students to ensure they meet their IEP goals. The Speech Pathologist uses the class curriculum maps to coordinate her instruction and reinforce student’s goals.

Courses Taught in Languages Other than English ⓘ

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

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

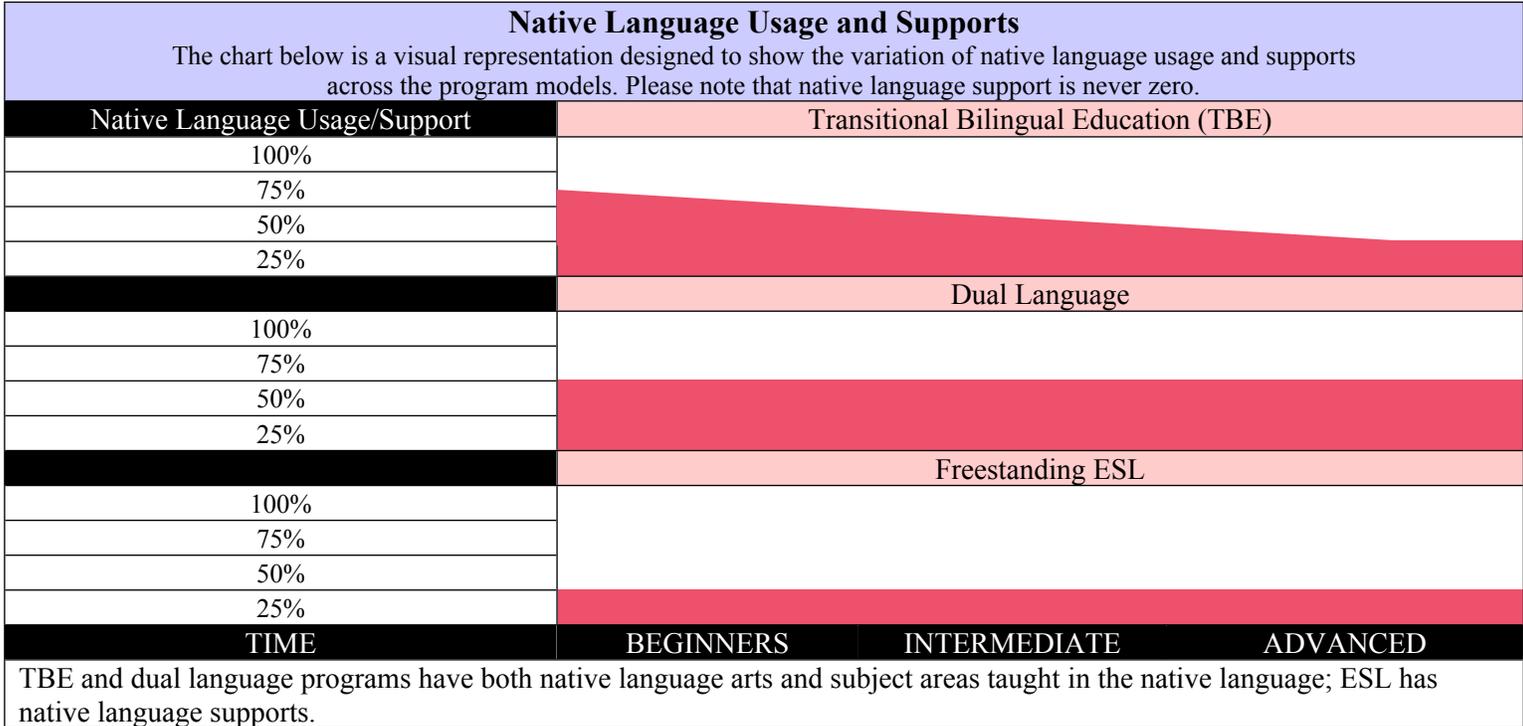
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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) Classroom teachers have center work provided by the ESL teachers. (Newcomer, SIFE & 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 a SETTs service provider.
- a) - c) Extended Day provides 50 minutes of targeted instruction, 2 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) Specific small group instruction is provided twice a week for Newcomers who are borderline Advanced students to accelerate their progress so that they test out as soon as possible (Newcomers).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At P.S. 62 data is used to evaluate the success of our program for ELLs. Since 2012 our ELL population has decreased from 146 to 111 students. 67% of our ELLs are now Advanced compared with 45% in 2012. In order to meet the needs of our ELLs in both content and language development we use the Reach program for content instruction and the school developed Speaking and Listening Indicators to track progress in language development. The indicators are divided into 4 sections, oral texts, cultural conventions, linguistic structures and features and strategies. These goals help students master language development.
11. What new programs or improvements will be considered for the upcoming school year?
- For the 2013-14 school year, the school has purchased the National Geographic Reach program designed specifically for ESL instruction. Reach uses standards based instruction as the medium for teaching English. This program is aligned with the CCLS. It addresses students' language development needs by providing:
- daily oral language practice tied to content concepts and target language functions
 - attention to academic and content vocabulary through multimodal activities
 - comprehensive grammar instruction
 - authentic content reading selections drawn from diverse genres with built-in support
 - writing tasks for fluency, interactive writing, and independent writing with tools and resources
- The data on the NYSESLAT indicated that students needed additional support in reading and writing, particularly in non-fiction texts.
12. What programs/services for ELLs will be discontinued and why?
- The program Backpack will be discontinued because it did not provide enough exposure to nonfiction text and content area instruction. It also lacked in providing students with enough independent oral and written language practice.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
- Supplemental service is provided by the employment of an additional ESL teacher two days a week. This teacher works within the school day, with a small group of Newcomers who are borderline Advanced students to accelerate their progress so that they test out as soon as possible. This ensures the curriculum is academically rigorous.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 Literacy Room, is also available for the loan of additional materials. Spanish Classroom libraries for 1st, 2nd, and 3rd grade from Mondo Publishing are also available in each ESL classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

As part of the ESL program, dictionaries in various languages are available for student use in the ESL Room and Mainstream classrooms. Spanish language books and online resources are also available in mainstream classrooms. If necessary the ESL teachers can provide support in a range of languages other than English. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. Spanish Classroom Libraries for 1st, 2nd and 3rd grade from Mondo Publishing are available for students to read.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. Parents are invited to attend a Middle School information meeting in November. This may include, nearby school personnel speaking with 5th grade students at a special assembly.

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

- Developing an understanding of the four modalities in the English Common Core Learning Standards (CCLS) and their implications for the instruction of English Language Learners.

Embedding the shifts implicit in the CCLS into instruction for ELLs, specifically with a focus on tiers of vocabulary and English language conventions.

- 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.

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.

All teachers of ELLs will participate in a professional development day planned for November 5th. This will focus on specific domains of the Danielson Framework for Teaching:

- incorporating the development of an inclusive School Culture action plan, with specific reference for ELLs
- development of Universal Design for Learning strategies to support all students.
- the identification of focused personal professional learning objectives from Domains 2 and 3b of the Danielson

Framework

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

- Developing a new curriculum in line with the National Geographic Reach program, to ensure that students are prepared to meet the Common Core Learning Standards.
- Ensuring that the ESL Speaking and Listening Continuum integrates the criteria of CCLS and the National Geographic Reach program to guide goal setting and monitoring of progress.
- Using technology to record students' oral language development

Providing a newsletter (three times a year) to classroom teachers offering a variety of strategies and information to support the ELLs that aligns with the Danielson framework and our current CEP goals, our first focus will be 3b. Questioning and Discussion. PD on Election day with a focus on developing Universal Design for Learning activities for the ESL subgroup was provided to all teachers.

Calendar of PD dates

October 30th, November 5th, Chancellor's Day, and one half day per month dedicated to PD

Writing and Reading in Nonfiction for ELLs PD-October 3rd, Dec 3rd, Feb 7th, March 25th

Unpacking the NYSESLAT-TBA

Teaching Matters LAP Discussion Forum-October 28th, 2013

3. Arrangements are made by the school, for Grade 5 students to become familiar with their future middle school. This includes; nearby school personnel speaking with 5th grade students at a special assembly, students with their parents being invited to visit their new school, and an informational meeting held by the Guidance Counselor for the parents of 5th graders at which translators are provided.

4. 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. Professional development activities on Election Day focused on Universal Design for Learning guidelines. Teachers created activities for ELLs that would help guide ELLs with appropriate goal setting. Teachers worked in teams to create multiple means of representation (a UDL strategy) for ELLs. Teachers also read excerpts from the book, Promoting Executive Function, which detailed how teachers can help ELLs enhance their capacity for monitoring progress.

This professional development meets the requirements under Jose P. for Mainstream teachers. Agendas and sign in sheets are collected and placed in a binder.

D. Parental Involvement

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

. All parents (including parents of ELLs) are invited to the various workshops offered at PS 62. Some of the workshops planned for this year are 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 two unit celebrations 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 and art. Parents are also invited to volunteer and participate in special events such as Field Day, the Halloween Dance and class trips. Parents attend Meet the Teacher Day, where they can get information and ask questions about curriculum. Teachers invite parents to 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, Arabic and Hindi.

The Parent Coordinator arranges 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. Cornell University Corporate Extension provides workshops on health and conserving energy. The NYPD Community Outreach also delivers a workshop on gang awareness. The New York Public library and Queens Public Library also partners with P.S. 62 by allowing students to place books on hold. 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. Since Interpreters are hired to support Parent Teacher Conferences and the completion of the survey language support can be provided for speakers of languages other than English. Seven staff members collectively speak Spanish, Punjabi, Urdu, Bengali, Hindi, Polish and Persian and are available daily to help with day to day communication with parents.

4. Our parental involvement activities address the needs of parents by providing them with curriculum information (Meet the teacher night, content area workshops), inviting them to take part in their child's successes (Unit Celebrations and Publishing Day), informing them about their child's progress (Parent Teacher Conferences, ARIS workshops) and by enjoying celebrations (Halloween Dance and Field Day).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Chester Park

School DBN: 27Q062

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela O'Dowd	Principal		12/6/13
Racquel LaVacca	Assistant Principal		12/6/13
Aura Fountain	Parent Coordinator		12/6/13
Dalia Delghavi	ESL Teacher		12/6/13
Yanina Cardoba	Parent		12/6/13
Sherri Ramesar/Kindergarten	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		
	Coach		
	Coach		
Joyce Fan	Guidance Counselor		12/6/13
Lynette Guastafarro	Network Leader		12/6/13
Linda Dumbleton	Other <u>Literacy Consultant</u>		12/6/13
Malgorzata Rogos	Other <u>ESL teacher</u>		12/6/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q062 School Name: Chester Park

Cluster: 5 Network: 571

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

- Promotion criteria and assessment information
- Students' Report Cards
- Parent Coordinator newsletter
- Notifications of important school communications (school events, closings and after school, 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
- 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 either made in the main office by bilingual paras or directed 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.
- Broadcast phone messages are translated into Spanish.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 		

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. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		