

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**27Q062**

**School Name:**

**CHESTER PARK SCHOOL**

**Principal:**

**ANGELA O'DOWD**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 27Q062  
School Type: Public Grades Served: Pre-K to 5  
School Address: 97-25 108 Street, South Richmond Hill, New York 11419  
Phone Number: 718 286-4460 Fax: 718 286-4465  
School Contact Person: Angela O'Dowd Email Address: [Aodowd2@schools.nyc.gov](mailto:Aodowd2@schools.nyc.gov)  
Principal: Angela O'Dowd  
UFT Chapter Leader: Victoria Primiano  
Parents' Association President: Brenda Martinez  
SLT Chairperson: Kharla Boyce  
Student Representative(s): N/A

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11416  
Superintendent's Email Address: [mbarton@schools.nyc.gov](mailto:mbarton@schools.nyc.gov)  
Phone Number: 7186425800 Fax: 7186425705

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 571 Network Leader: Lynette Guastaferrro

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela O'Dowd	*Principal or Designee	
Victoria Primiano	*UFT Chapter Leader or Designee	
Brenda Martinez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	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/Teacher	
Jennifer Marcotte	Member/Teacher	
Sharmela Chandrashekar	Member/Teacher	
Yanina Cordoba	Member/ Parent	
Khameel Soorjpersaud	Member/Parent	
Chandani Reddi	Member/Parent	
Aneha Baig	Member/Parent	
N/A	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

#### The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 62 is a Title 1 barrier-free School of 925 students Pre-K to 5 from approximately 20 countries with the main languages spoken being Spanish and Punjabi. 65% of students identify as Asian (India) but many from this group are from Guyana, 27% Hispanic, 4% Black and 1% White. 12% of students are English Language Learners and 9% have Special Needs. We work hard to maintain a 95% attendance rate especially with so many immigrant families who often return to their country of origin for extended periods of time.

### Mission Statement

At P.S. 62 we have a common understanding that all students will be provided with the right balance of challenge and support to become independent readers, writers, problem solvers and makers. Our aim is to get to know all students and their families well enough to provide the appropriate social-emotional and cultural support to enable academic growth and meet rigorous standards. Our expectations are that all students will engage in challenging learning experiences and develop curiosity about, art, music and dance. We value the need for students to be innovative, using current technologies that lay the foundations for future STEM careers. We will promote the values of integrity, responsibility, accountability, collaboration and appreciation of diversity.

Leadership at the school has been consistent, the same principal has served since 2003 and three assistant principals are responsible for two grades each, one upper one lower. This school community prides itself on a unique culture of trust that underpins a cohesive set of systems and structures. This culture can be 'felt' throughout the community by all stakeholders and is regularly complemented by new and returning visitors. High expectations about responsible and ethical behaviors, academic learning, and creativity are clearly communicated to students and staff. All staff go about their work with a common language about how students learn best as well as a cohesive curricula and aligned assessments. All teachers (52 full time and two part-time) have a strong work ethic and are empowered to create, refine and share curriculum and best practices. They lead meetings of their peers and even provide informal evaluations to them. They work well together and are effective in their collaborations resulting in a constant strive to improve student achievement and provide a well-balanced curriculum aligned to Common Core Standards. Striving to improve and refining practice are indeed the cornerstones of the work at PS 62 and a multi-year narrative might tell the story well. This year is no exception and the newest five initiatives are listed below.

- 1 Implementation of a new whole school approach and online system of assessing student achievement in literacy and math by standard using Mastery Connect. This is a monumental new initiative that will involve Administrative leadership, teacher leadership, professional development, team collaborations, network support from literacy, math and tech consultants and resources in terms of per-session hours for teachers.
- 2 Piloting of a program in 5th grade whereby students in two classes will have one teacher for math and one teacher for literacy just like they do in middle school. The intention here is to gather information about how this particular environment type benefits student achievement and wellbeing and if so how it might be expanded in the next school year. In addition, all students in both classes will have their own Ipad that will be used for most of the day as a tool to gather, use, create and share information.
- 3 Technology integration and STEM learning continues to expand at PS 62 both in terms of the acquisition of additional hardware in the form of Reso A and DonorChoose Grants, staff professional training, and a brand new initiative designed to have all students learn to Code. During the summer of 2014, the principal attended the DOE's Technology Summit and became a recipient of the first ever awards for leading change in technology integration. During the school year, three technology teachers will engage in self-learning webinars as well as a

Saturday Program with Code.org to learn more about the adapted curriculum and begin using it in classes. In addition, over six hundred students will participate in a nationwide event called an Hour of Code on December 8, 2014. Other advancements in this area include a new partnership with Google that will allow for approximately 30 students to be involved in a computer science club at the school and the writing of grant proposals to fund such items as Lego Robotics and a 3D Printer. The principal will attend a workshop along with a technology teacher and a classroom teacher to learn more about using this experience as a catalyst to leverage and expand the concept.

- 4 In an effort to grow the arts program, a new but experienced music teacher joined the team to work with the Art and Dance teachers. As a result of this expansion, all 3rd and some 5th grade students are learning to play the violin, some 1st graders are learning guitar, and all students from Pre-K to grade 2 are learning foundational skills in making music. The fourth grade students this year will also experience a partnership with the New York City Ballet on a project called The Nutcracker. This will involve a full day of professional development for teachers at Lincoln Center, a resident working at the school with all six teachers and their classes over five weeks, a trip to see the Nutcracker Ballet in Lincoln Center and a performance by the students at a PTA evening.
- 5 For the first time ever, PS 62 will welcome a Pre-Kindergarten class to its enrollment and eighteen students are learning in a full day setting. Students will work at learning stations in their classroom and have specialized teachers for art, music, dance, gym and library. A newly hired teacher and paraprofessional will work as a team to gather and analyze student work samples in a cycle of assessment to improvement upon student learning.

#### Area of Strength

Multiple reviewers over many years have noted that there is a clear multi-year vision for teaching and learning that is endorsed by the entire community. They have also noted that we have a cohesive and rigorous curriculum that is a 'live' and shared document, constantly being revised and refined to include more aligned texts and assessments. In addition, reviews have complemented the strong and systems and structures in place that allow for effective collaboration and communication amongst all students and adults in the school community.

#### Accomplishments

Over the course of multiple years, PS 62 created our own Google Site allowing its community to communicate in an effective and efficient manner, a service that benefits all stakeholders. Technology advances have also enabled more parent engagement especially since the school's Facebook Account that has almost 700 likes at this time and as well as ongoing positive comments. Teachers and administrators have also built their own curriculum and assessments aligned to Common Core State Standards that aims to appropriately challenge all students. Teachers feel a strong ownership of this work having refined it over as long as eight years and are trusted to make improvements once there is team consensus. The staff is particularly proud of accomplishments with foundational skills in literacy that have worked to advance student achievement using a multi-sensory approach to phonics in kindergarten. Accomplishments also include a strong ELL team who speak in the native languages of students and have worked together effectively over years to develop effective curricula, refine and share practice and gain the trust of families.

#### Challenges

The school community is seriously challenged by the declining budget over the past approximately five years that has resulted in the loss of afterschool programs, academic intervention services, teacher release time and resources that have helped us in the past. PS 62 is only funded at 81% instead of 100%. This presents problems in many areas especially in how the school can provide effective Response to Intervention for our lowest third.

#### Strengths

The English Early Grade Progress rose from 29% in 2013 to 43% in 2014 when compared to Peer Schools and from 52% to 59% when compared to City Schools. The Early Grade Math Progress was substantial going from 26% in 2013 to 62% in 2014 compared to Peer Schools and 43% in 2013 to 63% in 2014 when compared to City Schools

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

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

### Part 1 – Needs Assessment

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

#### Areas of Strength

Administrators and teachers are on the same page in their consistent efforts to improve pedagogy and curriculum. The Danielson Framework has helped us to use a shared language and move towards a common goal in terms of pedagogy. Teachers have made shifts in classroom practice around helping students to cite evidence from text as well and facilitating student discussion and productive struggle. Our curriculum units now include clear descriptions of what is expected in reading and writing and are aligned to Social Studies and Science Standards. Teachers continue to select the right balance of fiction versus informational texts and they use a rubric to look at complexity levels for core sources. The 2013-2014 School Survey had *100% of teachers agree that leaders of this school place a high priority on the quality of teaching* whereas the city average is 92% and *97% of parents are satisfied with the education that their child has received* whereas the City Average was 94%.

#### Areas of Need

We constantly struggle to meet the needs of the diverse student community we serve, ensuring that all student’s needs are met, including those with special needs, those who are English Language Learners, those who are new to our school but poorly schooled and those who are overage and repeating a grade. The techniques that teachers must employ and the diversity of texts needed in every classroom, challenges us on many levels. We understand that we must *further enhance pedagogy so that instruction is strategically differentiated to foster higher levels of student thinking*. This was noted in the 2011-2012 Quality Review and school received a proficient in this area as opposed to well developed in all other areas. In the 2014-2015 NYC Quality Guide it was noted that student progress and student achievement in math and literacy are still only ‘approaching targets’ for student in grades 3-5. In English, compared to our Peer Schools our student achievement went from 34% in 2013 to 30% in 2014. Compared to the City our English scores went from 67% in 2013 to 61% in 2014.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student achievement in literacy for grades 4 and 5 will increase by 5% as measured on the NYS ELA Test

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-</li> </ol>			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> <li>Teachers will begin using student protocols from Expeditionary Learning to support discussion in the classrooms.</li> <li>Teacher teams will collaborate with a Network consultant every two weeks on the development of mid and end unit assessments aligned to targeted instruction.</li> <li>Two 5<sup>th</sup> grade teachers will pilot a departmentalized approach to delivering ELA and Math instruction and share accountability for both classes.</li> <li>All 5<sup>th</sup> grade teachers will pilot the use of one literacy unit from Expeditionary Learning in lieu of an existing unit.</li> <li>All teachers will use close reading strategies and ask text dependent questions.</li> </ul>	Students	September 2014 to June 2015	Teachers, Administrators
<ul style="list-style-type: none"> <li>Targeted ELL students will attend an afterschool program for two days a week and receive instruction using the program 'Language Power.'</li> <li>ELL Teachers will attend a SIOP workshop to learn ELL strategies.</li> <li>All special education teachers will attend workshops led by Network staff to learn UDL strategies.</li> </ul>	Students	September 2014 to June 2015	Teachers, Administrators
<ul style="list-style-type: none"> <li>Improve upon our use of technology to engage parents about literacy practices through our Facebook, Website Accounts and School Messenger.</li> <li>Work towards increasing parent engagement by informing parents about Standards Based Progress using Mastery Connect as a tool.</li> </ul>	Parents	September 2014 to June 2015	Administrators, Teachers
<ul style="list-style-type: none"> <li>Two teachers on 5<sup>th</sup> grade will trust each other to share accountability measures.</li> <li>4<sup>th</sup> and 5<sup>th</sup> grade teacher teams will be trusted by administration to make choices about curriculum changes, assessment choices and evaluation of resources.</li> <li>The ELL team will be trusted to make choices about curriculum for an afterschool program.</li> </ul>	Teachers, Administrators	September 2014 to June 2015	Administrators, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Network Support for Master Connect – Technology Consultant
- Network Support for the development of customizing literacy assessment to be aligned to our units and to CCLS
- Funding for the release of teachers to maintain Mastery Connect uploads for their grade.
- Support from the Office of Teacher Effectiveness to provide PD to school leaders and teachers on Danielson’s 3b,c,d.
- Funding for admin to program common preps, write postings, work with facilitators, schedule intervisitations

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, a second round of data will be collected using Fountas and Pinnell’s Benchmark Assessment System and progress/or lack thereof will be indicated for all students including, ELLs, Students with Disabilities and the bottom third with appropriate targets identified.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

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

#### Areas of Strength

We pride ourselves on having a strong culture where parents place confidence in the fact that our school provides a supportive environment for their children. The 2013-14 School Survey states that 97% of parents agree or strongly agree that their child is safe at school. 91% of parents feel that there is an adult at the school whom their child trusts and can go to for help with a problem. 92% of parents feel staff treat students with respect. 96% of parents are satisfied with the response they get when they contact the school. 96% of parents would recommend the school to other parents. 97% of parents feel that the school has high expectations for their children. While we do not use a published program for social emotional learning, the practices and structures of a supportive environment for students are embedded throughout our school culture. We have assembled them in a School Culture Policy created in the 2013-2014 school year and we continue to build upon the effectiveness of strategies

#### Areas of Need

Research clearly states that improving upon executive function in the classroom will improve student’s ability to better self-regulate, self-assess and communicate/collaborate. As a result, a school culture policy has been adapted to incorporate executive function processes in the classroom in uniform fashion over the course of a school year. We want to improve upon this practice over time, having teacher’s see the connection between social emotional learning and academic achievement and give students the opportunities they need see explicit demonstrations and to practice using the processes. In increasing Executive Function Skills in student schoolwide, we intend to reduce the amount of initial referrals to Special Education Services.

At PS 62, the number of students with IEP’s has risen from 72 students in 2013 to 84 in 2014 and the number of students who are mandated for counseling rose from 15 in 2013 to 30 in 2014

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students in grades 2 to 5 will show proficiency in identifying Executive Functioning Skills as measured by a student self-evaluation.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of			

Trust			
<ul style="list-style-type: none"> <li>Classroom lessons will be adapted from the research of Lynn Melzer in her book Promoting Executive Function in Education.</li> <li>All students will experience a month long emphasis on a specific Executive Function covering all ten months of the year.</li> </ul>	Students	September 2014 to June 2015	Teachers
<ul style="list-style-type: none"> <li>ELL and Special Needs Students will benefit from the class focus on the Executive Function Skill of the month and have time to practice in small group settings with specialized teachers.</li> <li>ELL and Special Needs Teachers will attend customized workshops to further develop their techniques for attending to the social-emotional needs of students.</li> </ul>	Students	September 2014 to June 2015	Teachers
<ul style="list-style-type: none"> <li>The guidance counselor and parent coordinator will host events that promote parent engagement in the area of social emotional learning.</li> </ul>	Parents	September 2014 to June 2015	Guidance Counselor, Parent Coordinator, Administrators
<ul style="list-style-type: none"> <li>The IEP Team will work to promote trusting relationships between parents and school during individual parent conferences.</li> </ul>	Parents, Teachers, Support Staff	September 2014 to June 2015	Administrators, Teachers, Support Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The text Promoting Executive Function in the Classroom for all teachers.  
 Functional Behavioral Analysis (FBA). Training for teachers, administrators and IEP Team.  
 Implementation of a Behavioral Intervention Plan based on FBA.  
 Respect For All Initiative – Administrative time for planning and observation.  
 Network PD Workshops – Per Diem coverage to release teachers

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- At the end of each month, having been immersed in practice around a particular executive function, administrators will conduct a walkthrough and use a checklist to ensure that all students in grades 2-5 are self-evaluating their understanding of Executive Functioning Skills.

**Part 6b.** Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

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

#### Areas of Strength

Teachers at PS 62 are clearly collaborative and committed to the success and improvement of their classroom and the school. An AUSSIE consultant was strategically hired to work with administrators, teachers and parents from 2008 through to 2013 for an average of three days a week creating curriculum, structures and policy that involved all stakeholders. Our teacher teams also participated as a lab site for NYC over the course of four years and their work around unpacking the new Common Core State Standards was featured on a PBS special in 2010. The 2011-2012 Quality Review stated ‘The faculty works collaboratively to develop and analyze a range of assessments that provide valuable information on student progress to guide on-going improvements to instructional practice.’ On the NYC School Survey for 2013-2014, *95% of teachers stated that school leaders provide time for collaboration among teachers and 100% of teachers stated that they work together on teams to improve their instructional practice.*

#### Areas of Need

Given the fact that we are constantly refining and developing our own curriculum and assessments, we are challenged in balancing the common time between curriculum refinements and looking at student work/data. In addition, our new initiative with Mastery Connect required that we use an amount of the collaborative teacher time at the beginning of the year to acquaint ourselves with the technology itself. The 2011 Quality Review suggested that we *refine goals for grade level inquiry teams in order to focus their work into cycles that include precise measurable outcomes to allow the administration to monitor the progress of each team.* It makes sense therefore for teacher teams to begin using protocols in conjunction with Mastery Connect, an online platform that provides rich standards based data, to target student needs, appropriate curricula and pedagogical refinements. In Kindergarten, on their end of year writing assessments, only 48% of students met or exceeded writing proficiency as measured on a standards based rubric. On grade 1, there were only 59% and for grade 2 there were only 54%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students in grades K-2 will achieve mastery on language standards 1 and 2 as measured by Mastery Connect Student Trackers

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student			

13. subgroups (e.g., overage/under-credited, SIFE, STH). 14. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>Teacher teams will work collaboratively on a new initiative, tracking mastery of individual standards on an online platform (Mastery Connect).</li> <li>Teacher teams will upload assessments and align them to Common Core Learning Standards and input related student data.</li> <li>Using Mastery Connect will enable us to analyze data into subgroups for ELL students and students with disabilities</li> <li>Teacher teams will use protocols to analyze student data and refine curriculum and practice in response to measurable outcomes.</li> </ul>	Teachers	September 2014 to June 2015	Administrators, Teachers
<ul style="list-style-type: none"> <li>Teachers will use Mastery Connect to identify the strengths and needs of ELL's and Students with IEP's by standards and create appropriate differentiated instruction in response to findings.</li> </ul>	Students	September 2014 to June 2015	Administrators, Teachers
<ul style="list-style-type: none"> <li>Teachers will use their parent engagement time to provide parents with information and workshops about accessing interpreting the data from Mastery Connect.</li> </ul>	Parents	September 2014 to June 2015	Administrators, Teachers
<ul style="list-style-type: none"> <li>The culture of trust will be strengthened by the teachers working together on a norming protocol</li> </ul>	Teachers	September 2014 to June 2015	Administrators, Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Training for teachers and administrators in the use of Mastery Connect.  
 Time for the teachers to align assessments and upload them (per session time for lead teachers)  
 Network support – technology consultant, literacy consultant, math consultant  
 Training time for use of protocols  
 Time for teachers to work with parents

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

By February, teacher teams will have created, uploaded, scored and analyzed two literacy unit assessments each.

**Part 6b. Complete in February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

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

#### Areas of Strength

With regards to the element of Effective School Leadership, the 2011-2012 Quality Review reported the following two statements as what the school does well.

1. *‘The administration implements a feedback process that fosters ongoing teacher self- reflection that enhances instructional practices.’*
2. *‘Schools leaders have implemented a comprehensive data report system promoting the actionable use of assessment results around all aspects of the school community to monitor progress overtime.’*

#### Areas of Need

In analyzing the results of teacher ratings in different domains for the 2013-2014 school years, it was noted that much work needs to be done so that feedback is connected with actionable feedback to students. Using an analysis spreadsheet tool whereby teacher observations were categorized and color coded, we were able to target 3d as an area to target for improvement. It was noted from observations that students were not fully aware of assessment criteria.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will score effective on component 3d as measured by the Danielson Rubric

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Administrators will meet with a talent coach to calibrate practice against the Danielson Rubric, specifically in the area of 3d</li> </ul>	Teachers, Administrators	September 2014 to June 2015	Administrators, Talent Coac

<ul style="list-style-type: none"> <li>Administrators will facilitate professional development for teachers in the area of 3d</li> <li>Administrators will provide feedback to teachers using an online platform. They will generate reports that show growth in the area of 3d.</li> </ul>			
<ul style="list-style-type: none"> <li>Administrators will collaborate with a Network Specialist to conduct a walkthrough of Special Needs and ELL classrooms in order to gain insights about the specific type of feedback needed to improve student outcomes relating to assessment.</li> </ul>	Administrators	September 2014 to June 2015	Network Special Education Lead
<ul style="list-style-type: none"> <li>There will be a parent workshop conducted by teachers in the spring of 2015</li> </ul>	SLT	September 2014 to June 2015	Principal
<ul style="list-style-type: none"> <li>In an effort to build trust, feedback to teachers will be timely, agreed upon and high leverage so as to encourage success for both teacher and students.</li> </ul>	Teachers	September 2014 to June 2015	Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduling of meetings for administrators to meet with the Talent Coach Scheduling of Professional Development Sessions for Teachers Scheduling of Walkthroughs with Network Specialist Scheduling of Informal and Formal Observations Purchasing of TeachBoost Copies of Danielson Rubric for all teachers.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 60% of teachers will have received an effective on 3d of the Danielson Framework				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

#### Areas of Strength

The parent coordinator is well liked and trusted by families since 2003 and partners with the administration and the PTA to create a welcoming environment for families. A family room is dedicated to workshops for parents, book clubs, English classes and CEC events. Teachers volunteer their time to create family nights throughout the year such as literacy night, math night, Arts night etc. Three celebrations of learning are held in every classroom at the end of literacy or math units and parents come to see the presentation. At the end of the year Publishing Day is celebrated and parents come to see their student’s written work over the course of the year that is bound in a book for them to see and hear about. Partnerships are strong with CBO’s in the community such as the Boy’s and Girl’s Club, Nadia’s Daycare, MS 137 and Rising Stars where most of our student’s transition.

#### Areas of Need

Student achievement in grades 3-5 for ELA went from 62% to 23% compared to the City, according to the School Quality Guide. We would like to improve the quality of parent workshops so that content is directly related to student goals at school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have presented a parent/family workshop in the classroom or at an evening event as measured by agendas and/or parent sign-in sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
29. Strategies to increase parent involvement and engagement			
30. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> <li>The home school connection will be strengthened by improving the quality of parent teacher workshops</li> </ul>	Administrators, Parents, Teachers	September 2014 to June 2015	Administration, School Leadership Team
<ul style="list-style-type: none"> <li>Teachers and paras who speak the family's language will be recruited to assist with translations during workshops and family nights. Workshops will be held for families with Special Needs children</li> </ul>	Parents	September 2014 to June 2015	Administration, IEP Team, ELL Team
<ul style="list-style-type: none"> <li>We will use a variety of means to get parents involved with school including the use of a school Facebook Account.</li> </ul>	Parents	September 2014 to June 2015	Administrators, Parent Coordinator
<ul style="list-style-type: none"> <li>We will build trust by ensuring that communication channels are open at all times</li> </ul>	Parents	September 2014 to June 2015	Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for administrators to plan with teachers and the parent coordinator Per session funds for translators Time for administrators to reflect and refine with the parent coordinator, PTA, and teachers.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 50% of teachers will have conducted parent workshops or lead a session during a Family Night.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas and Pinnell Benchmarks	Guided Reading	Small Group	During School Day
<b>Mathematics</b>	Mid and End of Unit Tests	Guided Instruction	Small Group	During School Day
<b>Science</b>	Fountas and Pinnell Benchmarks	Guided Instruction	Small Group	During School Day
<b>Social Studies</b>	Fountas and Pinnell Benchmarks	Guided Instruction	Small Group	During School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher Recommendation	Counseling, Speech, OT	Individual, Small Group	During School Day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

- Recruitment is conducted through Open-Market
- PS 62 provides clear professional expectations, supported by school-based learning experiences to enhance a sense of community and shared responsibility
- Professional development workshops are conducted by Principal, Assistant Principals and/or Coaches based on the PS 62 PD Plan and our CEP goals
- Teachers are informed at whole school, team meetings and individually, as appropriate and required
- Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale
- Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism
- Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula..

#### 2b. 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).

- understanding and using the Danielson Framework for Teaching;
- revising the ELA and Mathematics curricula;
- devising multiple entry points for our struggling, ELL and IEP students;
- analyzing and monitoring individual student data from 4 ELA and 4 Math Simulations;
- supervisors and coaches provide differentiated professional support (modeling, inter-classroom visits, 1:1 tailored planning meetings, as deemed necessary, or requested);
- grade teams meet weekly to collaboratively plan;
- continuous access to professional in class support – as requested and/or required;
- new teachers meet weekly with their grade leader, or coach, to receive mentoring;
- all teachers participate in 1:1 meeting with supervisor, following an observation, for timely and actionable feedback that is based on the Danielson framework for Teaching;
- Professional development on the Common Core Standards (CCS) and aspects of the DOE Instructional Shifts in ELA/Literacy and Mathematics.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS 62 hosts a workshop for newly enrolled students to kindergarten who are scheduled to start at the school in September of the following year. At this event, teacher’s present curriculum for parent understanding and the nurse presents information about required vaccinations as well as supports for asthmatics. There are class visitations so that students and parents are familiar with the teachers and classrooms. There is a partnership with Nadia’s Daycare whereby they bring their students to visit the school and the students sing at the orientation event.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work in grade level teams to make decisions about literacy assessments that include phonics, phonemic awareness, vocabulary, fluency, comprehension and writing. This year there is a new initiative in place to code assessments by standard and create trackers on an online platform called Mastery Connect. A Network coach will work with teacher teams in order to get this initiative going and build capacity for leadership on the teams. They will use in turn use protocols to analyze the data and refine practice in an ongoing assessment cycle. The practice is the same for math but they will use the assessments from A Story of Units.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	401,985	X	10, 13, 15, 19, 21
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	222,160	N/A	10, 13, 15, 19, 21
Title III, Part A	Federal	15,028	X	10
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	3,947,388	X	10, 13, 15, 19, 21

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 62Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 62Q will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

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

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

- 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; such as unit celebrations and assemblies
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Prepare school 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

PS 62Q, 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:*

- Utilizing various forms of social media and technology in order to keep parents informed of school activities and student progress such as facebook, twitter, school homepage, class dojo, and phone messaging with different languages.
- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- 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 volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their

child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

## II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association by attending a minimum of 60 percent of the PTA meetings or serving 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 [i](#).

## Part I: School ELL Profile

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

District <b>27</b>	Borough <b>Queens</b>	School Number <b>062</b>
School Name <b>Chester Park</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Angela O'Dowd</b>	Assistant Principal <b>Racquel LaVacca</b>
Coach	Coach
ESL Teacher <b>Dalia Delghavi</b>	Guidance Counselor <b>Joyce Fan</b>
Teacher/Subject Area <b>Sherri Ramesar/Kindergarten</b>	Parent <b>Yanina Cardoba</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Aura Fountain</b>
Related Service Provider <b>type here</b>	Other <b>Linda Dumbleton/Consultant</b>
Network Leader(Only if working with the LAP team) <b>Lynette Guastafarro</b>	Other <b>Margolzata Rogos</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>913</b>	Total number of ELLs	<b>111</b>	ELLs as share of total student population (%)	<b>12.16%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	6	6	4	3	3	1								23
SELECT ONE														0
<b>Total</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>23</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	97	3	11	14	0	5	0	0	0	111

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>97</b>	<b>3</b>	<b>11</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111</b>
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
<b>TOTAL</b>	<b>0</b>													

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

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

**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
<b>TOTAL</b>	<b>29</b>	<b>33</b>	<b>11</b>	<b>17</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>111</b>						

## 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
Intermediate(I)	0	8	1	7	6	1								23
Advanced (A)	18	23	9	10	7	5								72
Total	<b>29</b>	<b>33</b>	<b>11</b>	<b>17</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>111</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:

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

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.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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. *①*

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**

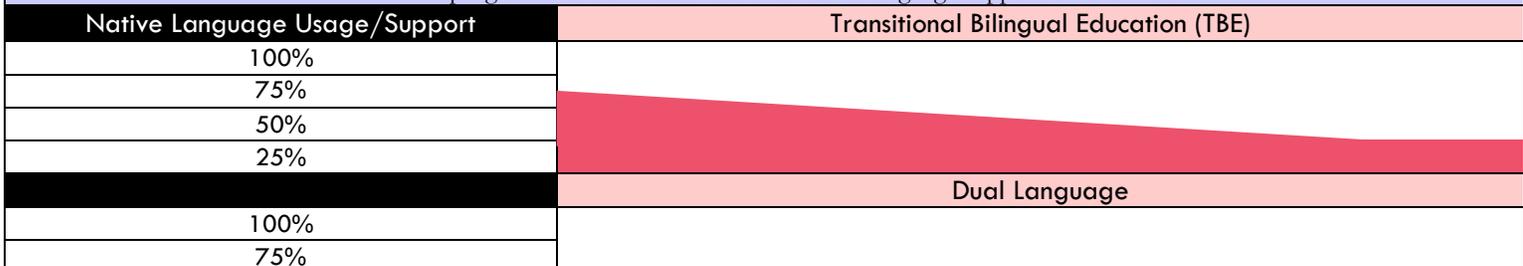
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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**

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

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

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

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

## Part B: Strategies and Activities

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

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

- Promotion criteria and assessment information
- Students' Report Cards
- Parent Coordinator newsletter
- Notifications of important school communications (school events, closings 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>P.S. 62 CHESTER PARK</u>	DBN: <u>27Q062</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

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 program after school that is designed to focus on ELLs in the upper grades. Rationale-According to the Title III AMAO tool, the data yielded shows the focus of instruction should be geared towards students in grades 3 to 5. Out of a total of 115 NYSESLAT takers, 61 ELLs are at risk and 42 of them are in grades 3 to 5, this is 31.81% of the ELL population. Within this specific subgroup, three students are SIFE. 28 of 115 students made no progress on the NYSESLAT, 15.65% (18) of the 28 students are in grades 3 to 5. The students with the highest risk factors are concentrated in grades 4 and 5. 17 students are at a 4 or higher on the AMAO Early Warning Indicator. Six 4th graders are at a 4, one 4th grader is at a 5, four 5th graders are at a 6, four 5th graders are at a 7 and two 5th graders are at an 8. 70.21% of ELLs in grades 3 to 5 did not meet proficiency levels in the Listening subtest of the NYSESLAT. 57.44% of ELLs in grades 3 to 5 did not meet proficiency levels on the Speaking subtest of the NYSESLAT. 45% of ELLs in grades 3 to 5 did not meet proficiency levels in the Reading subtest of the NYSESLAT. 36% of ELLs in grades 3 to 5 did not meet proficiency levels on the Writing subtest of the NYSESLAT. We will be targeting the Speaking and Listening domains since our ELLs did most poorly on those subsets. The subgroups that will be targeted are Mid Year ELLs, Newcomers and SIFE in grades 3 through 5. These three groups represent about a third of our ELLs in grades three to five. We will run the program from November to April on Wednesdays and Thursdays after school from 2:30 to 4 pm. The language of instruction will be in English with additional Native Language support in Spanish, Punjabi and Urdu, given by two certified ESL teachers running the program who speak those languages. The resources we are using are puppets for reader's theater and Language Power, which is a supplemental English language development program that is research based. The program builds on students' listening, speaking, reading and writing skills through high interest text sets and games. Language Power uses rich text and themes for authentic context around which to build language in the four domains. We purchased level C for the Mid year ELLs and Level A for Newcomers and SIFE. The program comes with digital resources such as books online, Audio CDs with professional recordings of the text set, ideal for listening centers and models of fluent reading, and student guided practice books that provide meaningful practice in all 4 domains. The program also comes with fun board games designed around the theory of comprehensible output. There are cards and game pieces included. The games enhance vocabulary acquisition and grammar. The Language Power Program also includes parent letters in English and Spanish that introduce the parents to the theme of the units. The letters also show parents how to work with their children at home. The puppets will be used to create real world situations where students will have to speak and listen to each other through dialogue. Students will create real world situations and act them out. Newcomers will be paired with mid year ELLs in order to create opportunities for practice in the speaking and listening domain. These puppets were purchased from

### Part B: Direct Instruction Supplemental Program Information

the Kaplan Early Learning Company.

### 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 the teachers of the Title III program.

Rationale-These professional developments provide high quality training that impacts instruction, teacher performance and student learning. The professional developments are targeted to improve the teaching of SIFE, Newcomers and Mid Year ELLs which our data indicates are our most high needs students. We will also have PDs designed to enhance the teacher's ability to understand and use curricula, assessment measures and instructional strategies for our targeted subgroups.

The teachers that are receiving training are three certified ESL teachers responsible for teaching the Title III after school program as well as the ESL Coordinator at P.S. 62. These PDs will be at no cost to the school as they will be "Lunch and Learns," and held during PD Monday.

Schedule and Duration-PDs will be held on a monthly basis until April. PDs also include various DELLS PDs that are geared toward our Title III curriculum.

Topics

October-What is Language Power? A comprehensive overview of the curriculum we purchased with Title III funds. The presenter guided us through the alignment with the standards. She also demonstrated how to use the digital resources and play the board games included in the package.

November-SIOP Model PD (DELL)

December -Common Core Videos for ELL Instruction, (DELL) teachers of ELLs will watch the videos and discuss incorporating the techniques into after school instruction.

January, February, March, April-Lunch and Learn-ESL teachers will meet and discuss the progress their students are making in the after school program. We will look specifically at pre and post assessments pertaining to topics in Language Power.

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here:

The Parent Coordinator arranges activities for parents whose first language is other than English, to promote English Language acquisition skills. The Parent Coordinator holds ESL classes during the school day at no cost. These classes are once a week for 50 minutes. The ESL teachers will collaborate with the Parent Coordinator during these ESL classes. Three times this year the ESL teacher will run the Parent ESL class. The ESL teachers will introduce the parents to the Language Power and Focused Reading program. The ESL teachers will discuss with parents how to incorporate strategies and activities from the program at home. These classes help prepare parents of ELLs to teach their children at home. The strategies used are similar to those used in school so that parents are able to support their child's learning at home. The ESL teachers running the title III after school program will also hold a parent meeting at no cost to teach parents how to better prepare their children for the NYSESLAT. This session will help to improve our student's language acquisition skills as parents will leave the meeting with materials they can use at home and a better sense of what their children are expected to know. All classes for parents run by the ESL teachers will be conducted in English, Spanish, Punjabi, Urdu and Hindi.

Topics:

Language Power for Parents of ELLs

What is the NYSESLAT?

The providers are two certified ESL teachers who collectively speak Spanish, Punjabi, Urdu and Hindi. Parents will be notified with parent letters in their native language and with a school calendar of events in their native language.

The Language Power program also provides Parents with detailed descriptions of the unit of study for the month and tips for how parents can support their children at home. The letters are in English and Spanish.

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		