

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q062

School Name:

P.S. 062 CHESTER PARK

Principal:

ANGELA O'DOWD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Chester Park School School Number (DBN): 27Q062
Grades Served: Pre-K to Grade 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
Principal: Angela O'Dowd
UFT Chapter Leader: Victoria Primiano
Parents' Association President: Sunil Narine
SLT Chairperson: Nicole Vought
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sunil Narine
Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd, Queens, New York
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5770

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway, Blvd, Ozone Park, New York 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: 646-522-7133

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Laura Snider	*UFT Chapter Leader or Designee	
Sunil Narine	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Nicole Vought	Member/Teacher	
Sheri Ramasar	Member/ Teacher	
Kerri O’Neill	Member/Teacher	
Yanina Cordoba	Member/Parent	
Khameel Soorjpersaud	Member/Parent	
Lucia Outar	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chandani Reddi	Member/Parent	
Andrea Wagner	Member/ Teacher	
Jameela Somwar	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 62 is a Title 1 barrier-free School of 936 students from Pre-K to Grade 5. 62.6% (586) of students identify as Asian (India) but many from this group are from Guyana, 26.6% (249) are Hispanic, 4% (37) are Black and 1.5% (14) are White. 7% (63) of our students are born outside of the US.

The two main languages spoken at our school are Punjabi and Spanish. 17% (155) of students are English Language Learners. Of all the English Language Learners, 4% (22) students also have an Individualized Education Plan (IEP). English as a New Language Services are provided in both a stand-alone and integrated approach. We have several teachers and paraprofessionals who speak the main languages of our student population (Punjabi, Spanish, Hindi, Urdu, Bengali, and Arabic) and work to bridge the gap for students and families during the period of transition from the native language. We avail of current technologies to assist in the learning process.

In all 9% (82) of students have an IEP and those students are serviced in the following ways

- 2 self-contained classes
- 5 ICT classes
- pull out providers for speech and SETSS

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 develop 'grit' and academic foundations to reach Common Core State 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 and build the foundations for future STEM careers. We will provide students daily opportunities to work collaboratively and to practice conflict resolution strategies. We will promote the values of integrity, responsibility, accountability, collaboration and appreciation of diversity.

Special Initiatives for the 2015-2016 School Year

- For the past 10 years, we have used a school developed curriculum for literacy. This year, the teachers decided to make a change so that students would have more complex texts 'in their hands' and teachers would have research based scaffolds and extensions to challenge all learners. The curriculum Ready Gen has been adapted by the school community as a new literacy curriculum and much time and effort will be used to unpack the information and adapt it to our needs.
- PS 62 will also partner with Teaching Matters on a grant proposal to continue working with lead teachers and teacher teams to analyze student assessments and improve their practice.

- PS 62 will expand our Pre-K program to include an extra class and an extra two students per class, bringing the total number of students served to 40. We will adapt the Creative Curriculum in both classes and use the NYC Pre-K Lane A: Advancing Social Emotional Development for the upcoming school year.

During the 2014-2015 School Year, we made the most progress with Effective School Leadership. The team of Principal and three Assistant Principals made much progress in using a common language in conferencing with teachers around the Danielson Rubric for Teacher Evaluations. We feel that the feedback to teachers was specific and focused and allowed teachers to shift their focus to targeted goals that has benefit their students.

During the 2015-2016 year, therefore, we would like to shift the focus towards having teachers take more of a leadership role as we transition to three new elements of the Framework – Rigorous Curriculum, Collaborative Teachers and Strong Family Ties.

27Q062 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	928	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	67.7%	% Attendance Rate		94.8%
% Free Lunch	63.8%	% Reduced Lunch		4.6%
% Limited English Proficient	12.2%	% Students with Disabilities		9.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.2%	% Black or African American		4.5%
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander		65.2%
% White	1.2%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.0%	Mathematics Performance at levels 3 & 4		46.0%
Science Performance at levels 3 & 4 (4th Grade)	79.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

The Framework for Great Schools Report for 2015 indicates a score of 66 out of 100 for Rigorous Instruction and it is our intention to improve upon this score. Coupled with that finding, the Quality Review for 2014-2015 states that our school is only Proficient in the area of Effective Teaching and Learning (1.2) and Assessment of Student Learning (2.2). Although the current ‘school developed’ curriculum in literacy was evaluated by the Reviewer as Well Developed, we feel that a more rigorous and research based curriculum with well-designed scaffolds and extensions would be necessary to address these needed improvements. These school assessments of the academic program are also influenced by the fact that only 29% of students are at a level 3 or 4 in English as noted on the State ELA Exams.

The school’s strengths are indicated in the Area of Celebration from the Quality Review which is establishing a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations. In addition, it was found that the school successfully engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. However, on 2.2 the school was only proficient in aligning assessments to curricula, using on-going assessments and grading practices and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels. The priority need therefore is to improve both student progress and achievement by making improvements in the area of effective Teaching and Learning. In particular we would like to look at how well teachers use literacy assessments, adjust instruction based on analysis of assessments and provide specific student feedback.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of students achieving level 3 and 4 will increase from 29% to 35% as measured by the ELA State Test from 2014-2015 to 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of a new research based curriculum across all grades (Ready Gen). Teacher teams will collaborate with a consultant to define essential standards to be mastered and tracked, align assessments to standards and administer, score and analyze in teams. Teachers will learn to adjust instruction based on data analysis of student work. Mastery Connect will be the platform/structure used to gather and analyze data.</p>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Consultant and Administrators</p>
<p>Teachers will use new research based strategies (Scaffolded Strategies Handbook) from Ready Gen to scaffold for all English Language Learners and Students with Disabilities. Ell's will be strategically grouped in classes to accommodate an integrated approach. An after-school program will be established for targeted Ell's (using an Annual Measurable Achievement Objectives tool). The research based program Language Power will be used in the program two days a week.</p>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administrators</p>
<p>Parents will be informed about student attendance, grades and contact information in one of ten languages on a computer, phone or tablet using a new app NYC Schools Account.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Core Curriculum • Proposed grant form DOE/Teaching Matters • Cost of Mastery Connect • Cost of teacher and supervisor per session for Title III afterschool program • Ready Gen PD

- Cost of New York Progress texts

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30% or more of students in Grades 3, 4, and 5 will be expected to score a level 3 or 4 on a practice ELA State Test administered in January 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Framework for Great Schools Report for 2015 indicated that the Quality of Professional Development as an area of growth with a score of only 17 using data gathered from the School Environment Survey. In addition, the Focus Area indicated on the Quality Review for 2014-2015 was to develop teacher pedagogy from a coherent set of beliefs about how teachers learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to curricula, engaging, and meeting the needs of all learners so that all students produce meaningful work products. The School Quality Criteria on the same report also indicated that the school is well developed in establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Our strengths in this area are as follows:

- School Leadership that provides clear and high expectations along with supports to achieve them
- Teachers are collaborative and have made strides in working in inquiry teams over time
- Partnerships with consultants from Teaching Matters have been positively received.
- Teacher Teams have begun using Mastery Connect as a tool to monitor student progress towards mastery of individual standards
- Teacher leaders have received extensive training to lead meetings and use team protocols effectively.

Our needs are as follows:

- Teacher teams need to work effectively to unpack a new curriculum Ready Gen in partnership with a consultant from Teaching Matters
- Teacher leaders need to put into practice the learning from last school year in leading team meetings and begin earning micro-credentialing badges.
- Teachers need to effectively identify student gaps in learning and make effective choices from the new curriculum to improve student outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in quality and individualized professional development as measured by surveys created by the PD committee in order to improve student outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development sessions will be planned as a result of teacher input using a Google form created by the UFT representative. Professional development will be provided from a variety of sources, including Ready gen, Teaching Matters, N.Y.C. Arts Department and Instructional Technology Department. Peer inter-visitations will be scheduled and best practices shared across school and district.</p>	<p>Teachers, Para's, and Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Consultant, and Administrators</p>
<p>Special needs teachers will meet together monthly in order to share effective strategies. Ell teachers will meet weekly to analyze progress and share best strategies with classroom teachers via a monthly newsletter.</p>	<p>Teachers Para's, and Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administrators</p>
<p>Quality professional development sessions on family engagement will be provided at least two times during the year.</p>	<p>Parents, Teachers, and Students</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Grant from DOE/Teaching Matters • Per session hours for teachers and administrators 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February, 2016 75% of all teachers will score a 4 or above on a mid-year survey (1-5) indicating progress towards the goal of quality professional development.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Framework for Great Schools Report indicates a score of only 44 out of a possible 100 in the area of Strong Family-Community Ties indicating a need for improvement. In particular, the Parent Involvement in school score was at 24 indicating an area for growth.

We offer many opportunities for parents to be involved in the school community and many families take the opportunity. However, the numbers are not nearly as much as we would like and we intend to focus on Parent Involvement and innovative ways to get more families involved in the school life. The events and attendance this year are as follows:

Daddy Donut Day 48

Dads Take Your Child to School Day 65

Mommy Muffin Day 68

PTA Elections 22

Family Reading 28

Transition to Middle School 19

Literacy/Tech Night 69

Common Core Workshop 14

Cornell Nutrition Series of Workshops 12

Pre-K Workshop 16

PTA Meetings Average of 20

English Classes for Adults Averaged 10

Kindergarten Orientation 167

Respect for All 23

Nutcracker Residency 35

In addition, 9% (87) of our students are chronically absent, that is, absent 20 or more days of the school year. This in part is due to families who leave for long periods and travel to their country of origin. We believe that stronger community ties and improved relationships between home and school will help to alleviate some of the issues the underlie these chronic absences.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase the quality of parent–teacher collaboration as measured by an 80% satisfaction score on school created surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>P.S 62 will be guided by the 5 Pillars of early Childhood Education Family Engagement in order to create a school policy for improvement.</p>	<p>Parents, Teachers, and Students</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Teachers and administrators</p>
<p>Specialized workshops for parents of identified sub-groups will be provided on a monthly basis by classroom teachers, IEP teams, ELL teachers, STEM Teacher, Parent Coordinator, Art teachers and Technology teachers.</p>	<p>Parents, Teachers, and Students</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Teachers and administrators</p>
<p>Making information transparent and accessible to parents through the use of N.Y.C. Schools app, P.S. 62 website, P.S 62 Facebook and twitter accounts and school messenger.</p>	<p>Parents, Teachers, and Students</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, Teachers and administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Cost of supplies (food, paper, prizes, Ipads)

- Per session for teachers and administrators to develop a school-parent engagement policy.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016 75% of parents will indicate their satisfaction with the quality of parent-teacher collaboration as measured by a score of 3 or above on a school created survey (1-4).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>Gather resumes throughout the year from a variety of sources including those substitute teachers who work effectively on per diem jobs at PS 62.</p> <p>Attend NYCDOE Hiring Fairs</p> <p>Interview candidates and watch demonstration lessons.</p> <p>Monitor applications in the Open Market System</p> <p>Administrators will provide regular professional development, emails, and workshops to ensure that all teachers have opportunities to advance their education.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Developing a common understanding of the Danielson Rubric for Teaching and Learning to ensure for CCLS shifts.</p> <p>Integrating technology to improve pedagogy and curriculum (Smartboards, videos, ipads, ebooks)</p> <p>Evaluating texts to ensure for appropriate complexity using a rubric</p> <p>Use of protocols for discussion techniques and collaboration for students learning</p> <p>Use of protocols for teacher collaboration.</p> <p>Norming of student work and related assessments.</p> <p>Job Embedded Support for Administrators on providing quality feedback to teachers on Danielson's Rubric</p> <p>District meetings for Special Education Liaisons to build capacity for supporting students with diverse needs.</p>

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 we will continue to place to code assessments by standard and create trackers on an online platform called Mastery Connect. A consultant will work with teacher teams in order to continue this initiative and build capacity for leadership on the teams. They will use 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 codes¹. To be eligible

for the flexibility consolidation of Federal funds, 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 consolidated². **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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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 consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	395,830.00	x	Section 5A,Part 4B Section 5C, Part 4B Section 5E, Part 4B
Title II, Part A	Federal	223,846.00	n/a	n/a
Title III, Part A	Federal	16,652.00	x	Section 5A,Part 4B Section 5C, Part 4B Section 5E, Part 4B
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	4,206,326.00	x	Section 5A,Part 4B Section 5C, Part 4B Section 5E, Part 4B

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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. P.S 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. P.S. 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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, 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

P.S 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

IV 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>18</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

P.S. 62 will implement a 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 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

Part C: Professional Development

- 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.

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Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 62
School Name Chester Park		

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

Principal Angela O'Dowd	Assistant Principal Racquel LaVacca
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor Joyce Fan
Teacher/Subject Area Sherri Ramesar	Parent Yanina Cordoba
Teacher/Subject Area N/A	Parent Coordinator Aura Fountain
Related-Service Provider Jennifer Williams	Borough Field Support Center Staff Member Pierre
Superintendent Mary Barton	Other (Name and Title) Grace Ruffo

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	964	Total number of ELLs	129	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	5
SIFE	18	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	99	18	0	7	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	17	18	8	7	4	9								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	3	7	0	0	1	0								0
Urdu	4	2	2	4	1	0								0
Arabic	1	0	0	1	1	1								0
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	20	21	20	18	9	8								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other MN	1	0	1	1	2	11								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	15	2	6	0	5	4								0
Emerging (Low Intermediate)	4	1	2	0	1	2								0
Transitioning (High Intermediate)	11	3	10	1	2	0								0
Expanding (Advanced)	11	14	8	11	5	11								0
Commanding (Proficient)	22	26	2	12	2	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	3	0	0	0
5	10	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	9			3	3		0		0
5	15		1		4				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7		5		7		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 based on 2014/15 (New data will be available May 2016)

- 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, 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 performance levels (on the NYSITELL and NYSESLAT) and grades?

The data that follows is based on 2015/2016

The following is revealed by the data patterns across proficiency levels and grades. The NYSITELL identifies many new admits that have limited English proficiency. This year as of 9/10/15, 41 ELLs are in kindergarten, 25% are Expanding, 17% are Transitioning 5% are Emerging and 17% are Entering. This year as of 9/10/15, 44 ELLs are in first grade based on the NYSESLAT scores, 59% are Commanding, 18% are Expanding, 20% are Transitioning, 2% are Entering and 2% are Emerging. This year as of 9/10/15, 30 ELLs are in second grade based on NYSESLAT scores, 7% are Commanding, 27% are Expanding, 30% are Transitioning, 7% are Emerging, and 20% are Entering. This year as of 9/10/15, 21 ELLs are in third grade based on the NYSESLAT scores, 52% are Commanding, 43% are Expanding, 4% are Transitioning, there are no Entering or Emerging students. This year as of 9/10/15, 15 ELLs are in fourth grade, 7% are Commanding, 27% are Expanding, 13% are Transitioning, 7% are Emerging and 33% are Entering. This year as of 9/10/15, 20 ELLs are in fifth grade, 15% are Commanding, 40% are Expanding, 0% are Transitioning, 10% are Emerging, 20% are Entering.

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. There has also been an influx of newcomers in the upper grades. During push in periods ENL teachers will support them with many scaffolds during content area instruction.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At P.S. 62 we use the AMAO to group students effectively by taking into account their ELA scores as well as NYSESLAT scores. We use the tool to see trends in scores for each modality of the NYSESLAT which helps to inform instruction. The data reveals that some ELLs fall under the Advanced Early Warning indicator due to factors such as SIFE status, proficiency and progress and years of service. This data helps us create target groups that teachers focus instruction on. Students in these groups get individualized attention during pull out periods. Some groups work on phonics and vocabulary skills in the upper grades.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

At P.S. 62 our Kindergarten ELLs from last year had an overwhelming rate of success. 52% of ELLs in Kindergarten last year went from Intermediate to Commanding. This is quite a large rate of success based on NYSESLAT data. 37% of ELLs in first grade moved from Intermediate to Expanding. 33% of second grade went from Intermediate to Commanding. 33% of third grade ELLs went from Intermediate to Expanding. 41% of fourth grade ELLs went from Intermediate to Expanding. These numbers indicate that our National Geographic Reach program is very successful as is our Jolly Phonics program in Kindergarten. Students have been moving up in modalities at our school.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL Coordinator or ENL 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 ENL teachers administer the NYSITELL to students who indicate that a language other than English is spoken at home, within the first five days of admission.
- The Spanish LAB is administered by a Spanish speaking ENL teacher to those Spanish speaking students who fail the NYSITELL.
- The NYSITELL is scanned and submitted to the DAA by the ENL Coordinator. If a child scores a proficient level the child is not LEP and he or she is not entitled to ENL services. If the student scores at the Entering, Emerging, Transitioning, and Expanding levels the student is LEP. Parents of LEP students will attend The Parent Orientation Meeting set up by the ENL Teachers and Parent Coordinator.
- In September, the ENL 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 154.2 for each student.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At P.S. 62 we use student work to determine SIFE. If a student arrives after third grade from a foreign school we automatically scrutinize the student's work. We look for patterns such as inability to write in the home language and read in the home language and we use ENL assessments as well.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students that have an IEP and a Home Language other than English are identified. A Language Proficiency Team is formed. The LPT can either recommend that the student take the NYSITELL or not based on the students IEP. If the student is determined not to be

eligible for the NYSITELL the principal must determine whether the findings of the LPT are correct. If the principal agrees with the findings of the LPT, the superintendent must sign off on the child not taking the NYSITELL.

The LPT team at P.S. 62 is comprised of the following people.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL is scanned and the score is determined an entitlement or non entitlement letter is generated. The ESL teacher then waits for the parent to pick up his/her child and the letter is given directly to the parent. If someone other than the parent picks up the child then the ESL teacher calls the parent and sets up a time to meet to hand the letter to the parent in person.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
At the Parent Orientation meeting we inform parents that they have the right to appeal the ELL status of their child within 45 days of enrollment. We review the steps parents need to take in order to appeal ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At P.S. 62, there are three certified ENL teachers and one certified Special Education teacher who collectively speak Spanish, Urdu, Punjabi, Hindi, and Polish working as an ENL 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 five 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: ENL, 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 ENL teachers and ENL 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Entitlement Letters in English and parents' native languages are sent home with the ELLs. The ENL 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, ENL 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 ENL. 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 ENL services then we notify the parent when a TBE/Dual language program becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In our school there is a 100% return of Parent Surveys and Program Selection forms due to our calling parents in their native language, school orientations and one on one parent meetings.
9. Describe how your school ensures that placement parent notification letters are distributed.
At P.S. 62 we ensure that placement parent notification letters are distributed because the ENL teacher waits for the parent to pick up his/her child and the letter is given directly to the parent. If someone other than the parent picks up the child then the ENL teacher calls the parent and sets up a time to meet to hand the letter to the parent in person.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
At P.S. 62 we have binders where we retain all ELL documentation. Each child has a section in the binder with all their letters attached.

11. 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 ENL 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 ENL meeting is held to assign students to an ENL teacher. Each teacher has a check list of the students they are to assess. After they are assessed the ENL 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At P.S. 62 we ensure that continued entitlement and transitional support parent notification letters are distributed because the ENL teacher waits for the parent to pick up his/her child and the letter is given directly to the parent. If someone other than the parent picks up the child then the ENL teacher calls the parent and sets up a time to meet to hand the letter to the parent in person.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

A summary of Parent Selection forms indicates that parents prefer for their children to be in a mainstream class with the support of an ENL 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 ENL program model is aligned with the parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Students will be grouped in classes based on NYSESLAT/NYSITELL levels. ENL teachers will support classroom teachers with ReadyGen curriculum for ELLs as well as support in students' home language wherever possible. The classes are heterogeneously mixed but administrators tried to group the ELLs according to proficiency levels so that push in groups would be homogeneous. ENL teachers will push in 4 periods for Entering and Emerging ELLs and pull out 4 periods, they will push in 2 periods for Transitioning students and pull out two periods, ENL teachers will push in 4 periods for Expanding and 2 periods for Commanding. Wherever possible Expanding and Commanding students will be grouped together. The ENL teacher will push in and pull out based on the five levels of the students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are three certified ENL 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 ENL teacher teaches grades three, four and five. The three teachers meet the mandated number of instructional minutes required for ELLs based on CR-Part 154-2.

a) Teachers design their programs in line with state mandates to provide 360 ENL instructional minutes for Entering and Emerging, Transitioning get 180 minutes of instruction. Expanding students get 180 minutes of instruction. Based on CR-Part 154, Expanding ELLs receive an additional 180 minutes of ELA and Commanding students get 90 minutes of ENL services in a push in model. The proficiency levels are determined by the NYSESLAT & NYSITELL.

3. Describe how core content is delivered in each program model. 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 ELLs, the ENL 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 which are now based on the ReadyGen curriculum. The ReadyGen curriculum is what is used during push in periods. The ENL 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). These curriculums are used during pull out periods. 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 in the pull out periods. 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. ENL 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 finding

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who indicate that they speak Spanish on their HLIS form are evaluated using the NYSITELL. If they did not meet criteria for testing out, 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 ENL teachers using online spreadsheets. Additionally, ENL 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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 ENL 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 prepared to fulfill their potential. Information is shared with the classroom teacher through informal contact and follow up resources. Certified ENL 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 ENL 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 ENL teachers administer the program.

e) ENL teachers provide regular contact with teachers of former ELLs 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. Commanding ELLs receive 90 minutes per week of push in instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

At PS 62 we have a plan in place for students re-identified as ELL or non-ELL. These students will be pulled out by an out of classroom teacher and receive additional services based on the student's progress.

8. 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.

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

ENL 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 ENL 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

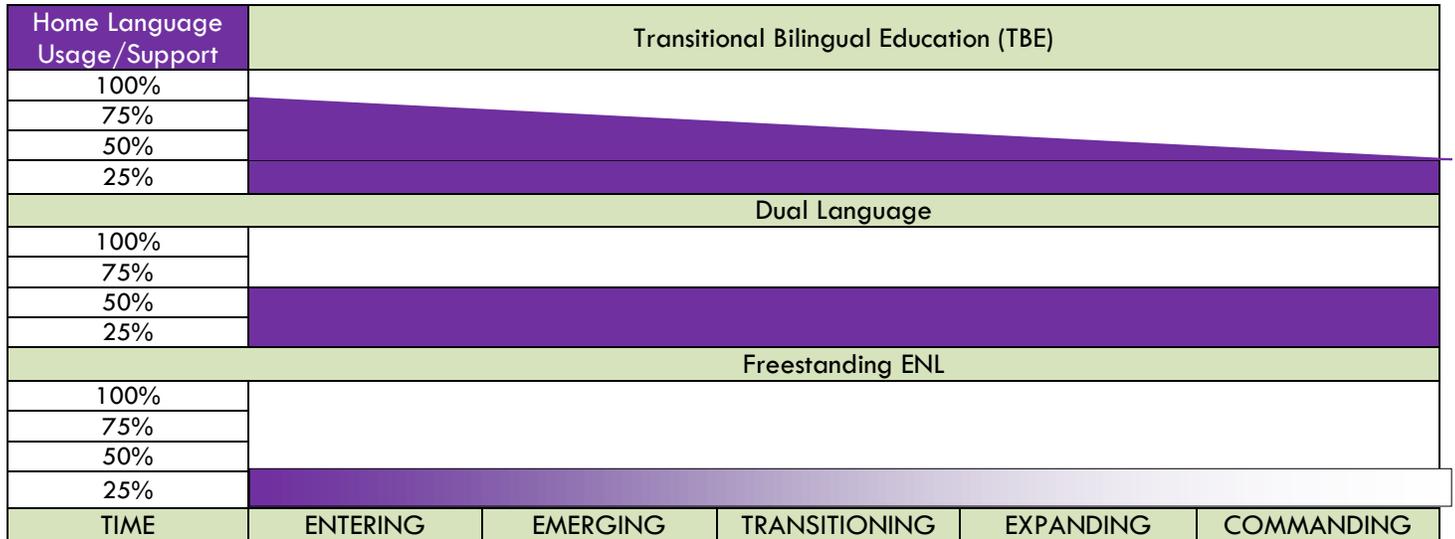


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL teachers to collaborate with classroom teachers and communicate about the individual needs of specific students. (Newcomers-Entering, Emerging)
 - b) Classroom teachers have center work provided by the ENL teachers. (Newcomer, SIFE & 4-6 year 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) There will be an After School program in place for Entering and Emerging ELLs in 3, 4 and 5th grade as well as Expanding students in 3, 4 and 5th grade. One ENL teacher will do small group instruction with the newcomers and the other will target ELLs ready to become Commanding. This program is funded by Title III.
 - d) Specific small group instruction is provided twice a week for Newcomers who are borderline Expanding students to accelerate their progress so that they test out as soon as possible (Newcomers).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program for ELLs in the pull out program is the National Geographic REACH program. This program has been effective in that students have been emersed in content such as social studies and science based on Speaking, Listening, Reading and Writing modalities. Our students have advanced within their proficiency levels based on NYSESLAT scores. This year will be the first year ENL teachers wil do a push in program as well. This program will be based on the ReadyGen curriculum.
12. What new programs or improvements will be considered for the upcoming school year?

For the 2015-2016 school year, P.S. 62 has purchased the ReadyGen curriculum. ReadyGen is a curriculum based on the six instructional shifts for ELA. It is a K-5 curriculum where students read 50% literacy and 50% informational text. ReadyGen focuses on Big Ideas that connect science and social studies content and offers generative vocabulary instruction based on benchmark vocabulary. ReadyGen provides scaffolds and strategies for ELLs within the curriculum.
13. 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.
14. 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 ENL teachers, ENL Coordinator, Parent Coordinator, and the Administration.

There will be an After School program in place for Entering, Emerging and Expanding ELLs in grades 3, 4 and 5. Two certified ENL teachers will teach the program using Language Power. This is a nonfiction supplementary program for ELLs that targets vocabulary and sharpens reading comprehension skills through hands on activities and picture cards.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Each ENL teacher's classroom is equipped with a wide range of technology, print, visual, and auditory resources. This includes such items as iPods, iPads, Computers, SMARTboards, 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 ENL handbook which accompanies the school's Math program. To supplement these resources, a Literacy Room, is also available for the loan of additional materials. Spanish Classroom libraries for 1st, 2nd, and 3rd grade from Mondo Publishing are also available in each ENL classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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. The school's guidance counselor is in charge of this activity.

19. What language electives are offered to ELLs?

None

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The Professional Development plan for ENL 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. ENL 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 Election Day. 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Additional ENL professional development will focus on:
 - Developing a new curriculum in line with the ReadyGen program, to ensure that students are prepared to meet the Common Core Learning Standards.
 - Ensuring that the ENL Speaking and Listening Continuum integrates the criteria of CCLS and the ReadyGen program to guide goal setting and monitoring of progress.
 - Using technology to record students' oral language development

Professional Development for this year will be every Monday for 80 minutes. PD will focus on ReadyGen
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Two whole day professional development workshops will be held to provide training and development for ENL and Mainstream teachers addressing the needs of ELLs. These will occur on Election Day and Chancellor's Day during the year. This professional development meets the requirements under Jose P. for Mainstream teachers. Agendas and sign in sheets are collected and placed in a binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During the school year ENL teachers and Content teachers meet individually with each parent to discuss the ENL program at P.S. 62. ENL teachers discuss language development progress within the content area. Content area teachers are also present during these meetings to discuss the scaffolds used during content area instruction. ENL teachers also conduct a parent meeting discussing NYSESLAT results and the new levels. The ENL teachers speak Spanish, Urdu and Punjabi during these meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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, 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 ELLs 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 ENL teachers within the school also speak a range of community languages and are called upon to assist as necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

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.

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) and by enjoying celebrations (Halloween Dance and Field Day).

5. How do you evaluate the needs of the parents?

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.

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6. How do your parental involvement activities address the needs of the parents?

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).

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela O'Dowd	Principal		1/1/01
Raquel LaVacca	Assistant Principal		1/1/01
Aura Fountain	Parent Coordinator		1/1/01
Dalia Delghavi	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joyce Fan	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q062** School Name: **062**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication are based on Parent Orientation meeting informal surveys and the HLIS forms. After parents attend the meeting ENL teachers take note of what languages parents prefer to communicate with and each parent letter is translated accordingly.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At P.S. 62 parents prefer to communicate in Spanish, Punjabi, Urdu, Hindi, Bengali, Mandarin, and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Brochure, newsletters, orientations, events, curriculum night, parent-teacher conference notices, NYS testing dates and letters, Pre-K information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meet the Teacher Night, September 17th
Parent Teacher Conferences, November 4th and 5th
Parent Teacher Conferences, March 2nd, 3rd
Parent Teacher Conferences, May 12th

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services are provided in house by staff, except in the case of Arabic and Mandarin, where translation services are provided by the Translation & Interpretation Unit.
At the beginning of the year all letters that will be sent out to parents are translated accordingly.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretors are provided in house by school staff as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Faculty Meetings, Faculty Handbook, Emails

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At P.S. 62 we use the parent survey to gather feedback on the quality and availability of services.