

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **31R062**

School Name: **31R062**

Principal: **LISA SARNICOLA**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The School of Leadership and Sustainability School Number (DBN): 31R062
Pre-K and Kindergarten
Grades Served: _____
School Address: 644 Bloomingdale Road Staten Island, NY 10309
Phone Number: 718-668-8640 Fax: 718-668-8645
School Contact Person: Lisa Sarnicola Email Address: Lsarnic@schools.nyc.gov
Principal: Lisa Sarnicola
UFT Chapter Leader: Annemarie Summa
Parents' Association President: Vincenza Tanico (Co-President) Nicole Rutherford (Co-President)
SLT Chairperson: Annemarie Summa
Title I Parent Representative (or Parent Advisory Council Chairperson): Nicole Rutherford
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace Staten Island, NY 10301
Superintendent's Office Address: _____
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
715 Ocean Terrace Staten Island, NY 10301
Director's Office Address: _____

KMoran2@schools.nyc.gov

Director's Email Address:

718-556-8367

718-556-8375

Phone Number:

Fax:

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)
Lisa Sarnicola	*Principal or Designee	
Annemarie Summa	*UFT Chapter Leader or Designee	
Nicole Rutherford	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nicole Rutherford	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Celeste Paesano-Vitale	Member/ UFT	
Anna Mousouroulis	Member/ UFT	
Dianne Alvaro	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica DePetro	Member/ Parent	
Josephine Grigoli	Member/ Parent	
Maria Montagna	Member/ Parent	
Gisella Trunzo	Member/ Parent	
	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.

Our School Mission is as Follows:

PS 62 is a stimulating learning environment in which our team of dedicated and highly-trained staff, together with the support and partnership of parents and families, provides quality education in a well-resourced building which addresses the individual needs of our students. Each day, we will seize the opportunity to build creative problem solvers and analytical thinkers. We are equally committed to developing and nurturing the whole child to ensure that they become compassionate leaders who can make a positive difference in society. At PS 62, we believe that every child has a unique gift and something special to contribute to their community.

In addition, as we create and sustain strong partnerships, and nurture relationships, with various community organizations, "real world" experiences will further enhance the academic and social development of every student. The PS 62 community will strive to grow leaders in sustainability. Together, we will lead change in society from being wasteful energy consumers to efficient energy conservationists.

Our Core Values are:

Compassion : We learn to show compassion through being kind and considerate and showing concern for the well-being of others. As compassionate individuals, we believe that everyone has something valuable to offer and understand that no one likes being left out or misunderstood. We understand and accept the differences that make each of us unique and special. We embrace those differences! We are also active listeners and listen with our minds and hearts so that we can truly understand others.

Teamwork : We believe that "Together is better". Teamwork is the process of working collaboratively with a group of people to achieve a common goal and come up with the best possible solution. When we work collaboratively, members of the group can use their individual strengths in order to better the outcome and achieve the goal set, at the highest level possible. When working together as a team, we learn to respect differences, get along well with others and learn from one another.

Leadership : As leaders we all do what is right even when no one is looking. Leaders lead through their words and their actions, and take risks when necessary. They make positive choices that impact themselves and the people around them. Leaders make plans, set goals, and benchmark until their final goal is met.

Curiosity : We believe that curiosity is the key that propels our students to question and explore the world around them. Curiosity and creativity foster the inquiry process and the desire for individuals to learn new things and seek solutions to problems. Inquisitiveness enhances engagement and enthusiasm and allows individuals to be amazed with their newly acquired knowledge.

Perseverance: At times we are confronted with challenges. However, we believe in ourselves and never give up. We work through the adversity to complete tasks and achieve success. We embrace productive struggle to further develop our "growth mindset" and explore the endless possibilities regarding the world around us.

PS 62 is a new Elementary school that will be opening its doors during the 2015-2016 school year. The school will be opening up with one full day Pre-K section and 3 Kindergarten sections. PS 62 will be a unique school in that it will be a Net Zero school, the first in all of New York State. As a Net Zero Energy school, our school will make as much energy as

we use. PS 62 has 1,997 solar panels that make electric energy from sunlight. Our school uses electric energy, or electricity, to power lights, computers, the heating and air conditioning, and anything else that gets plugged in. It is important that we as a school community are always working not to waste energy. We keep track of how much energy we make and how much energy we use for a full year through classroom monitoring and small competitions across the grade. At the end of our Net Zero Energy year, if we have made at least as much energy as we used, our school will be a Net Zero Building, which is a goal in our school!

PS 62 is a “Leader in Me” School where we work hard to not only meet students’ educational needs but also their social needs. Students are taught the 7 habits and how to unleash their unique talents. Students are proactive members of the community and are encouraged to apply for jobs, both inside and outside the classroom. Students have opportunities to participate in multiple teams throughout the school, such as, a Student Lighthouse Team, and the PS 62 Ambassadors. Students also work hard to create and track both academic and personal goals. The staff members are also life-long learners who value extensive professional development that is differentiated and provided by both the school and outside organizations. Teachers also set goals, track their goals and create new goals once goals are achieved. This is done through professional conversations with the principal. We are an inclusive community and work hard to create partnerships between the school and the home. Parents are invited to workshops, classroom events, school-wide events, performances and trips on an on-going basis. We will also have partnerships with outside community organizations. We currently have partnerships with The Leader in Me, Mighty Milers, GrowNYC, and Learning Leaders. We are also working on building partnerships with Sandy Ground Historical Society and Pratt Industries . Each partnership serves as a resource or extension to our school day and will allow students to build content knowledge and provide students with hands-on learning opportunities. Students will also have access to our Green House, Bike Room, Block Room, and Science lab to ensure that curriculum comes to life in a meaningful way that students can connect to.

Since PS 62 is a brand new school, we do not have prior data to review. However, the school was created with a working team. The team met throughout the year to develop the mission, vision and core values. We also discussed high leverage ways to engage families in the school community, what partnerships could be developed to ensure real-world application and learning, as well as how we can use the school as a learning lab for all students.

A major focus throughout the year will be to ensure that we are meeting the needs of all students in the school community, inclusive of English Language Learners and Students with Special Needs. Throughout the year teams will meet to look at student work and review data to identify grade level trends and gaps. As a team, we will plan next steps based on clear success criteria in order to meet the demands of the CCLS and the performance tasks. We will modify curriculum and customize instruction to ensure that students are engaged and thinking critically. We will then benchmark and ensure that the strategies implemented are rendering student performance and progress. This work will not be done in isolation. Teams will be meeting weekly, professional development will be provided, sharing of best practices will occur and Instructional Rounds into colleagues’ classrooms will take place. Parents and families will also play an active role in this work by taking part in school level teams, attending curriculum sessions, and being active members in creating learning plans/goals for their individual students. Lastly, parents will have an opportunity to become Learning Leaders, which includes specialized training on how to support the school and student achievement.

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.

PS 62 is a new school for the 2015-2016 school year with no past data to analyze. An expectation is that at PS 62 high standards are set in every classroom. Through customized instruction, our students will be actively engaged in ambitious intellectual real-world activities, while further developing their critical thinking skills. Through the utilization of multiple entry points, standards based learning will be accessible for all learners.

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, teachers will implement CCLS curriculum with multiple entry points providing a rigorous learning environment for all students as measured by 90% of the students moving up 3 or more levels in DRA and a 5% increase on the end of year GoMath assessment.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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><u>ELA and Math Tasks/Patterns and Trends Meetings</u> : Inquiry Teams meet every Tuesday to create and plan for the</p>	Students in Pre-K and Kindergarten	September through June	Administration and Teachers

<p>implementation of ELA tasks that are crafted around persuasive writing, narrative writing, and informational writing. They will also develop math tasks that align to each unit in GoMath. During team meetings, teachers are expected to use protocols to look at student work and make modifications to the curriculum based on the student work samples. Each Inquiry team contains an Inquiry Liaison. Teachers will also meet with administration to look at student work, in all content areas, to identify patterns and trends and make modifications to curriculum and instruction in order to meet the needs of the students. The teams will use a protocol during all team meetings. Minutes and plans will be reviewed by administration.</p>			
<p><u>Progress Monitoring</u> : DRA assessments will be conducted three times a year to assess progress for all students. Data will be analyzed at the end of each benchmark period by teachers and administrators and students will be targeted based on areas of need. Guided Reading and strategy groups will be conducted on an on-going basis to meet the needs of all students. After each mini-lesson in GoMath, students will be expected to engage in a “share and show” which will drive small group and independent work for that day. Students will either be placed in a re-teach group if they need additional support, while others will be engaged in an enrichment or on-level activity. Additionally, math assessments after each unit will be analyzed to drive small group instruction and re-teach lessons.</p>	<p>Students in Kindergarten</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Adoption of GoMath and the Journeys Program</u> : The GoMath and Journeys program were chosen as the ELA and math curriculum for our school. Both programs are aligned to the CCLS and will be adopted and modified based upon students’ strengths and needs, their by making both programs accessible to all learners. Professional development and planning time will also be provided to ensure a successful roll-out plan for these programs.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Administration, Teachers and External Facilitators</p>
<p><u>Rigorous Professional Development Plan</u>: Professional development will be provided to teachers and paraprofessionals on an ongoing basis. The professional development plan will be crafted after careful analysis of data, after observation cycles, and through needs addressed by the staff. PD sessions will include, creating clear success criteria for lessons, assessment opportunities in regards to formative assessment, questioning and discussion techniques, creating lessons aligned to the CCLS with multiple entry points, and a study on text level indicators, to just name a few. Additionally, the staff will engage in multiple book studies throughout the year.</p>	<p>Teachers and paraprofessionals</p>	<p>September through June</p>	<p>Administration and Teachers</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.

- Teachers meet with their grade colleagues on Monday and Tuesday afternoons in order to engage in the Inquiry process and Patterns and Trends Meeting, as part of their official work hours.
- Journeys was purchased for our ELA curriculum out of Tax Levy money and GoMath was purchased for our math curriculum out of NYSTL money.
- Teacher teams will meet throughout the school year to develop lessons and modify curriculum to meet the needs of all students. Substitute coverage will be provided from Fair Student Funding money and Tax Levy Vision for School Improvement Money.

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

X	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	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.

The following mid-point benchmarks will occur:

- By February 2016, DRA data will be analyzed to assess student achievement and progress in reading levels to ensure that we are on track to meeting our goal of increasing by 3 or more reading levels by the end of the year.
- By February 2016, the GoMath mid-year assessment will be analyzed to assess student achievement and progress in math to ensure that we are on track to meeting our goal of a 5% increase in mathematics.

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.

	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.

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.

PS 62 is a new school for the 2015-2016 school year with no past data to analyze. As a new school, we must ensure cohesiveness and build an environment focused on mutual trust and respect. As a school community we must be willing to reflect on our practices and value the professional learning that will occur throughout the school year. Regarding professional development, teachers will have opportunities to facilitate and also be active participants on teams. As part of the PS 62 professional learning community, it is our expectation that all teachers will be receptive and reflective to actionable feedback provided by administration.

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 have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in an effective or highly effective rating as measured by the Danielson Framework for Teaching.

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) 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><u>ELA and Math Tasks/Patterns and Trends Meetings</u> :</p> <p>Inquiry Teams meet every Tuesday to create and plan for the implementation of ELA tasks that are crafted around persuasive writing, narrative writing, and informational writing. They will also develop math tasks that align to each unit in GoMath. During team meetings, teachers are expected to use protocols to look at student work and make modifications to the curriculum based on the student work samples. Each Inquiry team contains an Inquiry Liaison. Teachers will also meet with administration to look at student work, in all content areas, to identify patterns and trends and make modifications to curriculum and instruction in order to meet the needs of the students. The teams will use a protocol during all team meetings. Minutes and plans will be reviewed by administration.</p>	<p>Students in Pre-K and Kindergarten</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Instructional Rounds</u> : Administration and teachers will engage in cycles of Instructional Rounds with a focus on Domain 3. During this time we will take low inference observations, norm, identify best practices and create actionable next steps that will increase student performance and enhance teacher pedagogy.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Observations with Administrative Feedback:</u> Administration will observe teachers based on their selected option and then meet with teachers within 48 hours to provide verbal feedback that is grounded within the Danielson Rubric and addresses the various subgroups within the classroom, inclusive of ELLs and SWDs. During the feedback session, the teacher will have some time to reflect on their pedagogy using the Danielson Rubric and then be provided with actionable feedback from an administrator. During this time, tools and resources will also be shared to move instruction and improve teacher pedagogy.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Parents as Partners Workshops:</u> Parents and families will be invited to Parent Workshops in which they will be engaged in learning around the CCLS, Instructional Shifts, curricula</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Administration, Teachers and External Presenters</p>

expectations and ways that they can support their child at home in regards to rigorous instruction. The administration and staff will provide parents with resources and tools in order to bridge the home-school connection.

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.

- Teachers meet with their grade colleagues on Monday and Tuesday afternoons in order to engage in the Inquiry process and Patterns and Trends Meeting, as part of their official work hours.
- Journeys was purchased for our ELA curriculum out of Tax Levy money and GoMath was purchased for our math curriculum out of NYSTL money. Teachers visit colleague’s classrooms during the school day in order to engage in Instructional Rounds. Substitute coverage will be provided from Fair Student Funding money and Tax Levy Vision for School Improvement Money.
- Teachers voluntarily meet with administrative staff to engage in feedback sessions around their observations. As teachers reflect, they use the Danielson Framework.

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

X	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.

The following mid-point benchmark will occur:

- By February 2016, there is will an increase by one rubric level or a rating of effective/highly effective as measured by the Danielson Framework. (Analysis of data after each observation cycle.)

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.

--

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.

--

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.

PS 62 is a new school for the 2015-2016 school year with no past data to analyze. As a new school, creating strong family-community ties will be an integral part of our development. By utilizing not only resources from the outside community but also the unique resources within our school building, we will work towards creating a welcoming, supportive and inclusive environment where we can work together through a true partnership to meet the needs of all students and to cultivate the individual talents and strengths of our students.

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, the school will create a welcoming and inclusive environment to families by ensuring that they are invited to a minimum of 10 interactions (inclusive of; Orientations, Parent/Teacher Conferences, Parents as Partners Workshops, classroom/school events, meetings and teaming opportunities) throughout the school year as measured by the Learning Environment Survey, attendance sheets and agendas.

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><u>Parents as Partners Workshops:</u> Parents and families will be invited to Parent Workshops in which they will be engaged in learning around the CCLS, Instructional Shifts, curricula expectations and ways that they can support their child at home in regards to rigorous instruction. The administration and staff will provide parents with resources and tools in order to bridge the home-school connection. At the end of each workshop, parents and families will have an opportunity to fill out a survey to rate the effectiveness of the workshop. Parents and families will be also be asked to identify workshops of interest/need which will enhance relevance and increase engagement and participation.</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Administration, Teachers and External Presenters</p>
<p><u>Orientations and Teacher Led Workshops :</u> Parents and families will be invited to orientation sessions where they will learn about curriculum, meet staff members and be provided with resources and ideas to support their child’s progress in meeting the CCLS. Teachers will also provide workshops to parents on various Tuesday afternoons as a way to bridge the home-school connection and provide parents with activities and ideas that will foster student progress and performance.</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Parent-Teacher Meetings and Tuesday Parent Engagement Sessions :</u> Parents and families will be invited to parent-teacher Meetings and during Tuesday’s parent engagement time to discuss student progress and performance. During these times, teachers will discuss current levels of performance and create plans to ensure that students continue to progress along the continuum. Student work will be shared and resources will be provided to parents.</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Teachers and administration</p>
<p><u>School and Classroom Events :</u> Parents and families will be invited to school and classroom events throughout the school year to celebrate student’s success. Parents and families will be invited to take part in events such as, publishing parties, portfolio day, leadership events, performances and ceremonies. Parents will also be trained by Learning Leaders so that they volunteer in the school throughout the year.</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Administration and Teachers</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.

- Parents as Partners workshops will take place during and after school hours to accommodate parent’s schedules. Learning Leader Training will be provided to parents and Fair Student Funding will be used to pay for this consultant.
- Teams that consist of both parents and school staff will be held during and after the school day. Substitute coverage will be provided from Fair Student Funding money and Tax Levy Vision for School Improvement Money
- Classroom and school events will be held during and after the school day. Substitute coverage will be provided from Fair Student Funding money and Tax Levy Vision for School Improvement Money
- Parent orientations and teacher lead conferences will occur during the evening sessions and during the Tuesday Parent Engagement time.
- Parent-Teacher Meetings will be held 3 times a year and meetings with families will be held during the Tuesday Parent Engagement sessions.

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

X	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	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.

The following mid-point benchmarks will occur:

- By February 2016, we will review flyers and sign-in sheets to benchmark and ensure that parents have been invited to 5 or more events.
- By February 2016, an informal parent survey will be administered to ensure that parents/families feel welcomed and included in our school environment.

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)	DRA data, running record data, writing assessments, tasks	Foundations, Reading Reform, Interactive Writing, Guided Reading	Small group and one-to-one	During the school day
Mathematics	“Share and Show” in each mini-lesson, unit assessments, tasks	Re-teach lessons from GoMath	Small group and one-to-one	During the school day
Science	Rubrics aligned to Learning Outcomes	Provide additional scaffolds to meet the content standard	Small group and one-to-one	During the school day
Social Studies	Rubrics aligned to Learning Outcomes	Provide additional scaffolds to meet the content standard	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Low inference observations	7 habits lessons, creation of BIPs	Small group and one-to-one	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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

PS 62, 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 programs;

II. Parent/Guardian Responsibilities:

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

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 31	Borough Staten Island	School Number 062
School Name School of Leadership and Sustainability		

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 Lisa Sarnicola	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Julie Maltese /ENL	School Counselor N/A
Teacher/Subject Area Anna Mousouroulis/Special Ed.	Parent Nicole Rutherford
Teacher/Subject Area N/A	Parent Coordinator N/A
Related-Service Provider N/A	Borough Field Support Center Staff Member Kevin Moran
Superintendent Anthony Lodico	Other (Name and Title) N/A

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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 <u>not</u> 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)	57	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	-----------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 <input type="checkbox"/>
---	---

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													0
Dual Language	0													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	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	0	0	0	0	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													0
SELECT ONE	0													0
SELECT ONE	0													0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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	0													0
Chinese	1													0
Russian	1													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													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)	1													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)	1													0
Commanding (Proficient)	2													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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					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									0
5									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									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:

- 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.
 P.S. 62 will be using DRA-2 to assess early literacy skills of our ELLs. Data provides insight into ELLs reading levels inclusive of early literacy skills and comprehension. This data helps inform our school's instructional plan by determining if the students are on grade level or if they need remediation to reach grade level. In addition to the DRA-2 benchmark assessments, teachers are also conducting informal running records to monitor progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 P.S. 62 is a new school opening in September 2015, therefore; there is no current data for the NYSITELL AND NYSESLAT at this time. In the future, once data becomes available, we will analyze the patterns and trends based on these two assessments.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO title III Estimator Tool was developed by the NYC Department of Education's Office of English Language Learners to indicate early warning signs to assist schools in determining the likelihood that they would likely meet the targets specified for AMAOs 1 and 2, which contribute toward district-wide targets. AMAO 1 indicates making progress in English on the NYSESLAT. AMAO 2 is the percentage of students attaining English language proficiency on the NYSESLAT. P.S. 62 is a new school opening in September 2015, therefore; there is no current information for Annual Measurable Achievement Objectives (AMAO). P.S. 62 is not a Title III school, it only currently has two ELLs school-wide.
- 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?
 Currently, P.S. 62 has an English as a New Language program (ENL).
 - P.S. 62 is a new school opening in September 2015, therefore; there is no data to measure performance and no patterns to identify at this time.

- b. At this time P.S. 62 is opening with only Pre-k and Kindergarten classes, therefore; we will not be utilizing any ELL periodic assessments.
- c. At this time P.S. 62 is opening with only Pre-k and Kindergarten classes, therefore; we will not be utilizing any ELL periodic assessments.
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.*] P.S. 62 will be using the Journeys Program for Response to Intervention (RTI) for reading in grade K. Journeys has an RTI identification component built into the assessments. These assessments determine grouping. The groups are formed based on which students did not master the lesson and which students mastered the lesson. RTI strategies are used to provide the building blocks needed to master the lesson, as well as, enrichment to the students who have mastered the lesson. For writing P.S. 62 has created writing units that correlate to the Common Core Learning Standards (CCLS). Student work will be analyzed based upon the writing continuum and next steps will be created accordingly based on students' needs.
6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is always considered in instructional decisions. Based on a student's ENL level (Entering, Emerging, Transitioning, Expanding, and Commanding) instruction will be altered to meet the needs of the student. Extra support is provided by the use of visual aids, various scaffolds, technology supports, and collaboration between classroom teacher and ENL teacher. Vocabulary development will depend on a student's language development and will determine what tier words students are exposed to (Tier 1, 2, and 3 words). Different points of entry will also be used in instruction depending on the student's language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Due to low enrollment P.S. 62 does not have any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of programs for ELLs are evaluated by formal and informal assessment. Writing pieces and reading levels are used to informally assess student growth. The NYSESLAT modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality the program may need more instructional support in specific areas. This is when the teacher and ENL teacher use ENL teaching strategies and incorporate other instructional materials to aid in the students success.

Part IV: ELL Identification Process

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

- 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.
P.S. 62 is dedicated in properly identifying, testing, and serving its ELL population. The home language survey (HLIS) and interview is administered when a new student enters the school system for the first time by the certified ENL coordinator/teacher. If the ENL teacher is not available the Principal or licensed trained pedagogue administers the HLS and interview. If the parent speaks a language other than English they are given an "I speak card" to indicate which language they speak. The HLS is given out in languages as needed and interpreters are secured as needed. The same process is conducted for any reentry of a student that has not been in a New York State School for two years. An informal oral interview is conducted with the student and parent as well as, filling out the formal initial HLIS form within 10 days of enrollment. The licensed English as a New Language (ENL) coordinator/teacher conducts the HLIS, interviews, and reviews any student work samples that are available to determine if the student is eligible to take the NYSITELL. If the ENL teacher is unavailable the principal or a trained licensed pedagogue will conduct the HLS and interview to determine HL code. If the student is eligible then the ENL teacher, principal, or trained licensed pedagogue administers the NYSITELL within 10 days to determine the English proficiency level. Students with Spanish as their HL that do not score below proficiency on the NYSITELL are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process so the students can be interviewed in both languages. P.S. 62 has pedagogues that are bilingual in Russian. For all other languages translation is available through the translation and interpretation unit during the ELL identification process.
- 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).

Currently P.S. 62 has only Pre-K and Kindergarten classes, therefore; we do not have any SIFE students at this time. When students that speak a language other than English are enrolled in a NYC public school in grades 3-5 SIFE eligibility is determined. Students, whom are identified as having interrupted or inconsistent formal education, are identified by using the LENS, SIFE questionnaire and student work samples to determine SIFE. SIFE students are identified within 30 days of enrollment. The certified ENL coordinator, principal, or trained licensed pedagogue administers the LENS and SIFE Questionnaire and additionally attains student work samples.

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).

If a student has an IEP and a home language that is other than English, the Language Proficiency Team (LPT) reviews evidence of the student's English language development. The team then either recommends the student take the NYSITELL or recommends the student not take the NYSITELL. The team is comprised of the following: A certified TESOL teacher/ ELL coordinator, the student's parent, the special education director/liasion, and the principal. In addition a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

If the student takes the NYSITELL ELL status is then determined based on their score and the ELL identification process continues. If the LPT recommends the student not take the NYSITELL then that recommendation is sent to the principal for review. The principal then makes the determination if the student should take the NYSITELL or not. If the student then takes the NYSITELL to determine ELL status the ELL identification process continues with the student. If upon review the principal determines the student should not take the NYSITELL then the principal's determination is sent to the superintendent or designee for review which will be accepted or rejected within 10 days. The parent of guardian is notified within 3 days of the decision. If the superintendent or designee determines the student should take the NYSITELL then the student will take the NYSITELL within 5 days to determine ELL status and the ELL identification process continues. The student should be placed in a program within 5 days of the determination. Placement letters should be sent out within the time frame. If upon review the superintendent or designee determines the student should not take the NYSITELL the parents are notified and the ELL identification process terminates. The form, titled: Language Proficiency Team NYSITELL Determination Form, is completed and placed in the student's cumulative folder.

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.

The certified TESOL teacher is responsible for sending out entitlement and non-entitlement parent notification letters. If the TESOL teacher should be unavailable the principal or trained pedagogue will resume these duties. Parents preferred language, indicated on the HLS is used to send out Entitlement letters and non-entitlement letters (native language and English). The letters are sent home with the student in their homework folder within 5 days as well as an additional copy that will be sent to parents through E-mail. The homework folder is checked the next day to ensure the parent received the letter and the E-mail status is checked to see if the E-mail was read. If the letter is still in the homework folder, it is taken out and mailed to the student's residence. All letters are copied and kept in the ENL binder in the ELL Coordinators room.

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).

The certified TESOL teacher is responsible for informing and sending out the Right to Appeal ELL Status letters. This is sent out in the parents preferred language according to the HLS. If the TESOL teacher should be unavailable the principal or trained pedagogue will resume these duties. Schools must send the entitlement letter of ELL status notification within 5 school days lettering them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. This new process will also be discussed at the ELL parent orientation meeting with interpreters as needed. All letters are copied and retained in the ENL binder and in the student's cumulative folders.

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.

P.S. 62 ensures that parents understand all three program choices. Once a student is identified as eligible for services (scores below proficiency on the NYSITELL), parents are notified by entitlement letter sent home in the student's homework folder and by E-mail (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of discussing the three program options listed on the parent selection form, English as a New Language (ENL), Transitional Bilingual Education (TBE), and Dual Language (DL). At the orientation parents view a video in the native language describing each of the three options. Also during the orientation, P.S. 62 will provide information on standards, curriculum, and assessments. The parent orientation session will also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for Bilingual Education and English as a New Language programs. The orientation will be in a language or mode of communication that the parent or guardian best understands. P.S. 62 will contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child within 10 days. Program Selection and Parent Surveys are returned after

orientation. All forms are filed and stored at P.S. 62 in a parent selection section in an ESL record keeping binder. Parent Program Selection is entered into ATS in the ELPC screen.

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.
Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to the ENL teacher at the meeting. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If the form is not returned the forms are sent to the residence by mail and E-mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
P.S. 62 monitors the parent survey and program selection form status by using the ELPC screen in ATS. If the program selection and survey were not reentered the screen will not have a designated program choice indicated in ATS. The school will then follow up with phone calls reminding parents to return the forms immediately. If the parents can not be reached the default program selection is TBE for that student.
9. Describe how your school ensures that placement parent notification letters are distributed.
P.S. 62 ensures that placement parent notification letters are distributed by retaining copies of letters in the ELL parent binder. Letters are sent home in the students homework folder and by E-mail (translated letter if needed). The ENL teachers will follow up with parents on Tuesday afternoons to ensure they received the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
P.S. 62 will retain all ELL docutmentaion for each child by keeping their HLIS, non-entitlement, and entitlement letters in an ELL binder. In addition these letters are also copied and placed in the student's cumulative record file.
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 ENL teacher determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ENL teacher administers all sections of the NYSESLAT to the students within the testing window. The NYSESLAT is administered to determine ELL proficiency or ENL level. All ELLs are tested in all sections of the NYSESLAT. If the ENL teacher should not be present when ELLs need to be identified, and tested, a trained pedagogue and the school principal are responsible for these duties.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
P.S. 62 ensures that continued entitlement and transitional support parent nootification letters are distributed by retaining copies of letters in the ELL parent binder. Letters are sent home in the students homework folder and by E-mail (translated letter if needed). The ENL teachers will follow up with parents on Tuesday afternoons to ensure they received the letters.
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).
P.S. 62 is a new school; therefore, we do not have parent survey and program selection forms for previous years. In the future identified ELL studnets are placed in programs determined by parent choice and entered into ATS in the ELPC screen to be monitored. Once the parent has made their choice they are informed that P.S. 62 has a Free-standing ENL program at this time due to low enrollement. P.S. 62 does not have TBE or DL programs because they do not have an adequate population of students speaking one specific langauge for the creation of a TBE or DL program. If P.S. 62 does aquire the amount of students speaking one specific language in one specific grade programs will created and offered based on parent choice. If they selected TBE or DL; their name is placed on a list that is monitored. They are also informed they have the right to place their child in their chosen program. If parent choice indicates a program P.S. 62 does not offer, the ENL teacher (with a interpreter) informs the parents of schools that offer the program they requested. If they parent desires for their child to attend a program not offered, a transfer is offered, providing there is space in the selected school with aligned program choice.

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.

ENL services are provided as a combination of push-in, pull-out, and an integrated model based on CR-154-2 Requirements. P.S. 62 only has a Freestanding ENL program at this time due to low ELL enrollment. The freestanding ENL program is taught with a certified TESOL/ENL teacher and an integrated model is co-taught by the ENL teacher and certified common branch teacher. The students are programmed according to the CR-154-2 mandates based on NYSITELL and NYSESLAT levels in the following proficiency levels: entering (Stand-alone 180mins, integrated ENL 180mins), emerging (stand-alone, 90min, integrated 180mins, and flexibility of 90 in either integrated content area or stand-alone depending on the students need), transitioning (integrated core content 90 min or 90 min of flex either stand alone or integrated ENL depending on need), expanding (integrated core content 180 min.), and commanding (integrated ENL or core content for 90mins for two years after passing the NYSESLAT).

Students are grouped based on the grade level; P.S. 62 only has kindergarten classes at this time. The two students have been placed in the same classroom to maximize ELL support from the ENL teacher. During a push-in model, ENL teacher collaborates with the classroom teacher using ENL methodologies in teaching to meet the needs of the ELL students. As discussed above, Push-in/pull out services are provided by certified English as a New language teacher. This teacher is certified in multiple areas including TESOL, General & Special Education and Literacy. The certified trained teacher provides instruction in English using ENL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ENL teacher and classroom teacher teach in an integrated approach through a co-teaching model. The teachers coordinate their efforts to provide instruction during ELA blocks as often as possible. Based on the new CR part 154-2 students will be grouped only within two consecutive grade bands. P.S. 62 only has kindergarten classes at this time; therefore stand-alone instruction will be grouped by grade level.
 - 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)?

P.S. 62 follows the new CR part 154-2 mandates for instructional minutes delivered in each program. In accordance with the English as a New Language (ENL) program all students are serviced based upon their proficiency level and based upon their level. Students programs will differ based on the minutes they require with stand-alone service, integrated ENL and flexibility in programming. All staff, including administration, classroom teachers, and service providers are aware of their ELL's proficiency levels that determine their instruction. ENL services are provided as a combination of push-in, pull-out and integrated model based on CR-154-2 Requirements. P.S. 62 only has a Freestanding ENL program at this time due to low ELL enrollment. The freestanding ENL program is taught by a certified TESOL/ENL teacher and the integrated model is co-taught by the TESOL/ENL teacher and certified common branch teacher. The students are programmed according to the CR-154-2 mandates based on NYSITELL and NYSESLAT levels in the following proficiency levels: entering (2 units of study: Stand-alone 180mins, integrated ENL 180mins), emerging (2 units of study: stand-alone, 90min, integrated 180mins, and flexibility of 90 in either integrated content area or stand-alone depending on the students need), transitioning (1 unit of study: integrated core content 90 min or 90 min of flex either stand alone or integrated ENL depending on need), expanding (1 unit of study: integrated core content 180 min.), and commanding (integrated ENL or core content for 90mins for two years after passing the NYSESLAT). Administrators have a copy of the ENL teachers schedule ensuring the students are being serviced properly as per CR-Part 154-2.
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.

P.S. 62 currently has an ENL Program model, content area is delivered in English. ELLs are given bilingual glossaries to support content areas in their native language. Content areas such as social studies and science are incorporated into literacy, mathematics, technology, and art whenever possible. Teachers often collaborate to teach units to develop a cohesive learning environment for students and increase their depth of knowledge. The ENL teacher reinforces content with the students through the use of visual aids, vocabulary, manipulatives, and additional materials as needed based on the Common Core learning standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are usually evaluated in English; however, in the future ELLs in grades 3-5 will be evaluated in their Native Language for the New York State Math assessment if they choose not to take the Assessment in English. In addition, Spanish

speaking ELLs are evaluated using the Spanish Lab-R if they scores below the NYSITELL cut score.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to lessons that are comprised of all the four modalities of English acquisition: listening, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrating language standards; which are very beneficial to ELLs. Moreover, assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance to reading and writing. The NYSESLAT rubrics are often used as a standard to ensure ELLs are advancing and serve as a useful tool to monitor their progress.
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

P.S. 62 at this time only has two new comers. In the future differentiating instruction for ELL subgroups will be provided based on the following:

 - a. SIFE students are closely assessed to identify where the gaps in their learning are. SIFE students are taught the CCLS according to their grade and English proficiency. Lessons are modified for them based on their needs.
 - b. Newcomers that have been in a U.S. school less than three years are taught the CCLS modified to their English proficiency. Oral language, phonics, and vocabulary are strongly enforced for newcomers and reinforced in the classrooms. Newcomers will be exposed to Orton-Gillingham (O.G.) strategies provided by a certified O.G. teacher and turn-keyed to classroom teachers to ensure continuity.
 - c. Developing ELLs will be monitored closely and may be candidates for mediation with the Response to Intervention (RTI) model. Orton-Gillingham strategies will be applied to the students as needed to increase and further the development of their English skills. The students should be assessed often to identify areas of growth and areas to be improved. Lessons aligned to the CCLS build from the information they have not mastered.
 - d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to Intervention (RTI) model. These students may be bilingually evaluated to determine if language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.
 - e. Former ELLs still receive ENL service for two years after the pass the NYSESLAT. They will also receive test modifications for up to two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher; the ENL teacher provides 90 minutes of weekly support to former ELLs and works closely with the classroom teacher. Former ELLs are often placed in a classroom with current ELLs, so the ENL teacher is easily accessible to them within the push-in model.
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.

P.S. 62 ensures the student's academic progress has not been adversely affected by the re-identification by initiating a review of the ELL status determination upon receipt of a written request from a student's parent or guardian or the student's teacher (if the teacher's request includes written consent from the parent or guardian). The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?

Chart Journeys program provides ELL components for most lessons that teachers follow for reading, ELL components are also built into the writing continuum. The ENL teacher will also meet with classroom teachers weekly to discuss planning for ELLs. Teachers of ELL –SWD’s are trained and aware they must use ELL strategies such as but not limited to, repeating directions and instructions (up to three times) rephrasing instructions and directions, using visuals aids, and technology to help scaffold instruction and accelerate English Language development for academic content areas.

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?

Our school uses an RTI model to ensure that curricular, instructional, and scheduling flexibility allowing diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. ELL-SWD’s lessons are modified to achieve their IEP goals.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

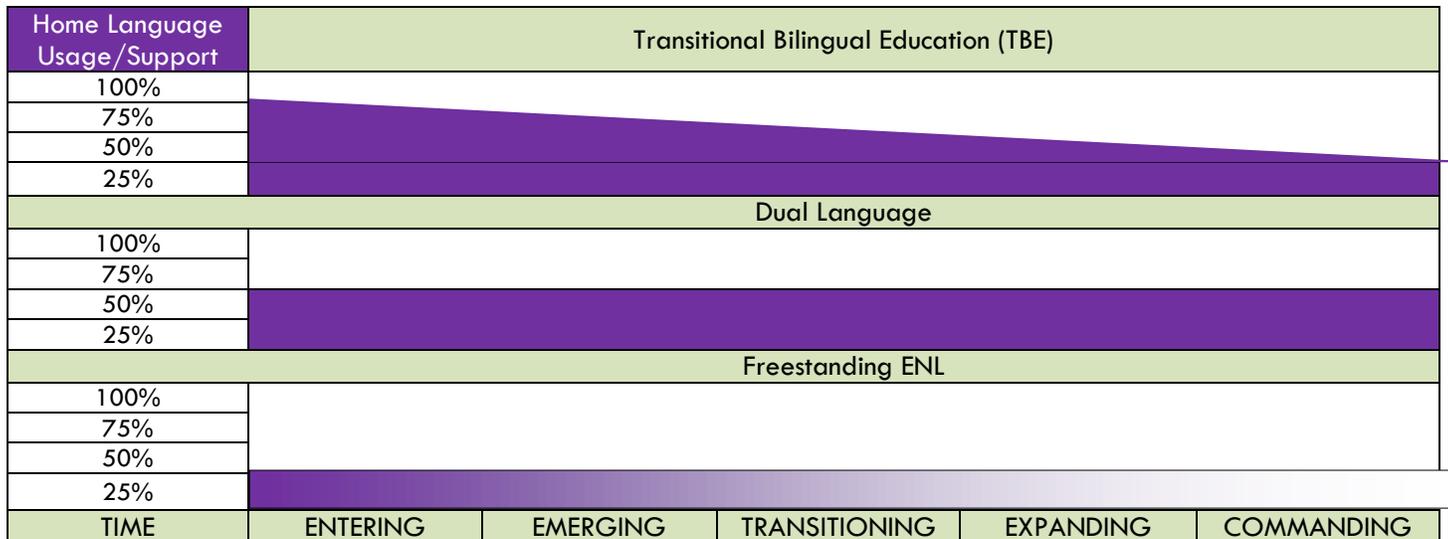


*Note: “other approved services” does not apply to New York City at this time.

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.
Interventions are used with students who do not master skills and are below grade level, including SWD, ELLs, and struggling students. Our reading program Journey's: Common Core has a range of interventions. It has tier 1 and 2 interventions, as well as specific interventions for ELLs. In addition, the program provides ELL components to use with each lesson. Go Math also has ELL components that are used as interventions with ELLs. Our targeted intervention program is an RTI model, Foundations, and Orton-Gillingham (OG). The OG is delivered by certified and trained staff in small groups and whole class. The foundations is delivered by trained staff. All intervention programs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
P.S. 62 is a new school; therefore, at this time the effectiveness of our future program cannot be determined.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 62 is using Journeys for reading and a writing continuum for English Language Arts and the Go Math program for Mathematics. Both programs are based on CCLS, RTI, incorporate tier 1-3 words to ensure language development and have an ELL component for lessons to better instruct ELLs.
13. What programs/services for ELLs will be discontinued and why?
P.S. 62 is a new school; therefore, there were no prior programs in place to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
P.S. 62 offers equal access to all school programs to ELLs such as science, social studies, greenhouse, O.G., foundations, the Leader in Me, Movement and Gym. The teachers ensure that ELLs are participating in all activities and programs, by modeling and scaffolding for students to understand how to participate. ELLs parents are made aware of all programs and their child's vital participation. Language is not a barrier for participation and inclusion at P.S. 62; ELLs participate in all programs that English speaking students do. Since P.S. 62 is a brand new school it has not developed after school programs at this time due to lack of funding. The principal will talk to the school community in the future to assess students' needs for after-school programs.
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.
Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. The programs, Journeys and Go math have an ELL component built in for ELLs. Furthermore, technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. P.S. 62 also has a school messenger system and a school web-site that are always viable resources for ELLs to access school information in their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in P.S. 62's ENL program by the use of content area glossaries, bilingual dictionaries, visual aids and technology. In addition books are provided in the student's native language to support literacy at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service providers and classroom teachers collaborate to best support our ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are all aware of the age, grade level, and language proficiency, so they can best assist ELLs in reaching language proficiency and IEP goals.
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).
Newly enrolled ELL students meet with the ENL teacher at registration. An informal interview is conducted as well as assistance in filling out the home language survey. Parent of NYSITELL eligible ELLs will be informed that their child will be tested for ENL and results will be sent home with their child within the first 5 days of school. At this time the parents are able to ask any questions they may have to the ENL teacher regarding their child. A parent orientation meeting is also held where parents are provided with information about the school's curriculum and structures during this time resources are provided so the students can practice the expectations of the CCLS over the summer.
19. What language electives are offered to ELLs?
No language Electives are offered to ELLs at this time.
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)?

P.S. 62 does not have a Dual language program.

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 ENL teacher attends the Division of School Support and Instruction professional development meetings provided by The Borough Field Support Offices and meetings by The Office of English Language Learners when applicable. The ENL teacher and the Principal attend professional development meetings and turn-key the information to classroom teachers. The common branch, and special education teachers will continue to attend all mandated ENL professional development hours as needed. In addition, 15% of all in-house professional development will geared toward ENL training for all teachers. The ENL teacher will also collboarte with service providers to share best practices gained from PD's. This school year the ENL teacher has attended the following PD's: October 13: Instructional Implications of the New Service Delivery for ELLs and October 26: Test Coordinator meeting (NYSITELL, NYSESLAT). Meetings are turn-keyed to staff on Monday afternoons during Professional Development sessions. The ENL teacher will attend all in-house and out side PD's offered to turn-key to the staff. In additon to turn-keying the ENL teacher will host in-house PD's for common branch and special education teachers to ensure they are aware of topics such as: Needs of ELLs, Teaching and Co-teaching strategies for ELLs, Integrating Language and Content for ELL instrucion, and scaffolding vocabulary for ELLs, Using Technology with ELLs and Developing Resources and accommodations for ELLs.
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?

Teachers are informed when professional development is available for teachers of ELLs. They attend at least 15% of their professional development on ENL subject matter. Professional development will all be based on the CCLS. The ENL teacher aids in instructional planning and implementation of the CCLS into the curriculum specifically for ELLs. The ENL teacher ensures that lessons are geared toward the CCLS listening and speaking and language standards for ELLs. The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by The Borough Field Support offices and meetings by The Office of English Language Learners when applicable. The ENL teacher and the Principal attend professional development meetings and turn-key the information to classroom teachers. The common branch, and special education teachers will continue to attend all mandated ENL professional development hours as needed. In addition, 15% of all in-house professional development will geared toward ENL training for all teachers. The ENL teacher will also collboarte with service providers to share best practices gained from PD's. This school year the ENL teacher has attended the following PD's: October 13: Instructional Implications of the New Service Delivery for ELLs and October 26: Test Coordinator meeting (NYSITELL, NYSESLAT). Meetings are turn-keyed to staff on Monday afternoons during Professional Development sessions. The ENL teacher will attend all in-house and out side PD's offered to turn-key to the staff. In additon to turn-keying the ENL teacher will host in-house PD's for common branch and special education teachers to ensure they are aware of topics such as: Needs of ELLs, Teaching and Co-teaching strategies for ELLs, Integrating Language and Content for ELL instrucion, and scaffolding vocabulary for ELLs, and Developing Resources and accommodations for ELLs. Teachers are also encouraged to attend PD outside on ELLs as they become available.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

P.S. 62 is a brand new school. In the future administration and Middle School administrators set up a 5th grade visit to their feeder middle school. Educators and Principals from the feeder school will provide a 5th grade orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and gain knowledge of the instructional choices offered for all of our 5th graders as they enter middle school. The P.S. 62 website will have a 5th grade page that lists helpful information for the students entering middle school, such as middle school fair dates and locations. This information is available to students and their families in their native languages.
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.

All teachers are aware of the 15% of ENL training required, all teachers keep a PD log of all PD that is monitored throughout the year by the principal. The principal keeps a binder that includes the professional development plan for the year, followed the by agenda, and attendance sheets for each PD session.

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?

P.S. 62 will provide each parent with an annual individual meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. This will be done during the parent involvement time that has been allotted on Tuesday afternoons. During this time translation will be provided to parents based on their preferred requested language as per their HLS and request. All information will be translated as needed by means of using the NYCDOE website and switching the the parents HL on the top of the website screen, using over the phone translation services, or by using the Language Interpretation and translation services to attain translated documents as needed and to secure interpreters. Attendance sheets will be kept on file. If a parent is unable to come in person a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school.

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.

A binder will be used to keep track of all annual individual meetings , phone calls, and letters given to ELL parents. The parent engagement tracking sheet will also have this information documented. All information will be translated as needed by means of using the NYCDOE website and switching the the parents HL on the top of the screen, using over the phone translation services, or by using the Language Interpretation and translation services to attain translated documents as needed and to secure interpreters. Attendance sheets will be kept on file. If a parent is unable to come in person, a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

P.S. 62 provides a vast amount of opportunities for parents, including parents of ELLs. P.S. 62 offers various parents workshops, in many areas including, but not limited to, early reading intervention, ELA and Math skills, the Leader in Me, and unpacking the CCLS. Moreover, P.S. 62 is actively involved with “Learning Leaders”. A reprehensive from Learning Leaders comes to P.S. 62 for a parent support based workshop to implement training to parents in order to help their child and other children within the school with reading, writing, and math skills. Learning leaders are often assigned to students identified as at-risk. All information will be translated as needed by means of using the NYCDOE website and switching the the parents HL on the top of the screen, using over the phone translation services, or by using the Language Interpretation and Translation services to attain translated documents as needed and to secure interpreters. Attendance sheets will be kept on file. If a parent is unable to come in person a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school.

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

P.S. 62 is a new school. At this point there are no community based organizations we have partnerd with the provide workshops or services to ELL parents.

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

Parents will be provided with surveys so they can identify areas that they need support in. At the end of each parent workshop parents will have an opportunity to rate the effectiveness of the workshop and indicate future workshops that they hope to attend. All information will be translated as needed by means of using the NYCDOE website and switching the the parents HL on the top of the screen, using over the phone translation services, or by using the Language Interpretation and translation services to attain translated documents as needed and to secure interpreters. Attendance sheets will be kept on file. If a parent is unable to come in person a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school.

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

Our parental involvement activities address the needs to our parents to stay informed on school-wide news. All parents, including parents of ELLs, are encouraged to visit our school's website. The website can be translated into different languages. This website contains important information. P.S. 62 has provided parents with a parent handbook. In addition, P.S. 62 offers a school-messenger, which is a phone message service that delivers prerecorded school messages to telephones and cell phones. Parents will also have an opportunity to attend monthly parent workshops, attend school-wide and classroom level events and take part in different teams within the school.

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.

P.S. 62 is a brand new school opening that opened its doors in September 2015. P.S. 62 is the first Net-Zero School in the Department of Education. Students will be learning about sustainability and energy conservation. P.S. 62 has partnered with the Leader in Me in order to meet the social and emotional needs of all students.

Part VI: LAP Assurances

School Name: Leadership and Sustainability

School DBN: 31R062

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)
Lisa Sarnicola	Principal		10/27/15
	Assistant Principal		
	Parent Coordinator		
Julie Maltese / ENL	ENL/Bilingual Teacher		10/27/15
Nicole Rutherford	Parent		10/27/15
Anna Mousouroulis/Special Ed.	Teacher/Subject Area		10/27/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Anthony Lodico	Superintendent		10/27/15
Kevin Moran	Borough Field Support Center Staff Member		10/27/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R062** School Name: **P.S. 62**
Superintendent: **Anthony Lodico**

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.

HLIS are assessed and a list is created identifying all parents' written and oral language. This information is also assessable in ATS. All written forms are translated in the parents preferred language as needed. Interpreters are secured to insure oral language needs are met. Teachers are aware of their students parents preferred language of communication. In addition all Student emergency contact cards list parents' written and oral language as well to inform all school staff if needed.

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 this time P.S. 62 currently does not have any parents that indicated their preferred written or oral language was different than English.

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.)

P.S. 62 is a new school; however in the future P.S. 62 will follow Chancellor's Regulation A-663 that requires documents produced by central DOE offices and schools which contain critical information regarding a child's education that is translated into the covered languages. Documents containing critical information are translated including, but are not limited to, the following areas: Registration, application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages. Translations into non-covered languages are obtained from qualified contracted vendors.

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.

P.S. 62 will conduct ongoing parent meetings. An initial parent orientation meeting is held, as well as several parent-teacher conferences. Tuesday afternoons will also offer the opportunity for parent outreach by phone, face-to-face meetings, E-mails, and letters as needed. Translation and Interpretation services will be utilized as needed.

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.

P.S. 62 will follow Chancellor's Regulation A-663 requires that documents produced by central DOE offices and schools which contain critical information regarding a child's education that is translated into the covered languages. P.S. 62 will ensure that all translated documents are readily available when notices go home to English speaking students and parents. Documents containing critical information are translated including, but are not limited to, the following areas: Registration, application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages and P.S 62 will ensure that this is done in a timely manner. Translations into non-covered languages are obtained from qualified contracted vendors.

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.

Oral interpretations are provided by bilingual staff and parent volunteers. Signs appear in various languages and are posted at P.S. 62's entrance informing parents that translation services are provided. A language identification guide for school staff and an "I speak..." card is also ready available in the main office for parents to indicate what language they speak so interpreters can be secured. Staff and teachers are all aware that if a translator is needed during a parent teacher conference or meeting they can call the translation and interpretation unit for an over the phone translation. Vendors such as the Big Word are also used to secure interpreters 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.)

The Schools designated Language Access Coordinator (LAC) turn keys information regarding translation and interpretation needs to school staff during professional development. Staff has access to "I can speak" palm cards for over the phone translations. The LAC is available should they have any questions regarding using this system.

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

P.S. 62 has a Welcome Poster in various languages informing parents of language translation and interpretation services that is visible when entering the school building. The security guard also has a language ID guide and an "I can speak card". The main office has translated Parents' Bill of Rights, as well as Language access guides, and Language ID I can speak cards. Translations and interpreters are secured as needed.

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)

P.S. 62 will use parent surveys when needed to gather information regarding the quality and availability of translation and interpretation services.