



P.S. 62

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X062
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X062 **SCHOOL NAME:** Inocensio Casanova

SCHOOL ADDRESS: 660 Fox Street

SCHOOL TELEPHONE: 718-585-1617 **FAX:** 718-292-6327

SCHOOL CONTACT PERSON: Lisa Manfredonia **EMAIL ADDRESS:** Lmanfre2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Loren Holand

PRINCIPAL: Lisa Manfredonia

UFT CHAPTER LEADER: Robert Fernandez

PARENTS' ASSOCIATION PRESIDENT: Guarina Vargas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08X **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Timothy Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lisa Manfredonia	*Principal or Designee	
Robert Fernandez	*UFT Chapter Chairperson or Designee	
Guarina Vargas	*PA/PTA President or Designated Co-President	
Sylvia Robles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Loren Holand	Member/UFT	
Rani Pendharkar	Member/UFT	
Melissa Ulloa	Member/UFT	
Tina Vargas	Member/Parent	
Georgina Cortijo	Member/Parent	
Joanne Goodard	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 62 Mission Statement

In collaboration with families, the P.S. 62 community will empower all students by providing a curriculum that incorporates critical thinking and instills respect and compassion for all.

We will facilitate opportunities for children to work collaboratively, developing problem solving and communication skills in a safe and challenging environment.

Our commitment to embrace the whole child will create productive citizens whose willingness to learn will enable them to meet the challenges of their future.

P.S. 62, The Inocensio Casanova School is a Pre-K through 5 Elementary school. Our school is comprised of two academies: **The Learning to Read Academy** (Pre-K to 2) and the **Reading to Learn Academy** (Grades 3 to 5). These two academies have been designed to provide a focus for instruction: establishing the parameters for each grade level while aligning the curriculum to the State Standards and NYC Learning Outcomes. It is through the curriculum that we incorporate the arts and technology appropriate to each academy, as well as crossing academies for celebrations, community service projects, Response to Intervention (RTI) and Enrichment activities. It is the intention of this delineated approach to insure that all students' individual needs are met while fostering a community of learners and a shared responsibility for the P.S. 62 community as a whole.

In order to facilitate learning and teaching at P.S. 62 a myriad of programs are offered to our students. The core curriculum utilizes the Chancellor's Mathematics (EDM), Science (Harcourt Brace) and Social Studies (Scholastic Trade Books and/or Houghton Mifflin) programs as well as a balanced literacy approach for the Reader's Workshop. The Reader's Workshop is developmentally structured by grade with a primary focus on phonemic awareness and phonics in grades Pre-K through First grade, utilizing such programs as Land of the Letter People, as well as guided reading. The primary focus in Grades 2-5 is comprehension, which is addressed through Strategies That Work and the Comprehension Toolkit. In addition to our core curriculum we offer our students additional support through our Extended Day and RTI (Tier 1 and 2) programs.

The Extended Day program is embedded in our day schedule, with all students in grades 1-5 participating in an enrichment and/or academic support program. Our programs include but are not limited to: The Stock Market Game, Peer Mediation, Reader's Theatre, Imagine Learning, Wilson, Words Their Way and additional guided reading. The RTI program also utilizes some of the extended day programs for students that need further assistance as well as Great Leaps, Read Naturally and New Heights for fluency. The classroom teachers assess and plan for individualized and/or small group

instruction with a focus on the student's individual learning goals. Tier 2 providers also provide all classes with additional academic or social programs weekly.

Finally, P.S. 62 has been selected to participate in Phase 1 of the Chancellor's Special Education Initiative 2010-2011. This initiative affords P.S. 62 the opportunity to educate the special needs children that live in our school community. Therefore we will implement several programs designed to address the needs of this population. We will implement the AWARD literacy program and AHA mathematics in grades K-2. In addition we will continue to address the social and emotional needs of our students in both the special education setting as well as in the general education classroom as an RTI support. We will utilize the 4Rs program as our primary program as well provide additional professional development opportunities (pending funding) with Ramapo for Children and Applebaum Training Institute (Differentiated Instruction) for staff members to address the behavioral needs, as well as the academic needs of their students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT
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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	41	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.5	100.0	TBD
				% more than 2 years teaching in this school	58.5	66.7	TBD
				% more than 5 years teaching anywhere	38.5	39.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	71.0	70.0	TBD
American Indian or Alaska Native	0.4	0.3	0.4		100.0	93.8	TBD
Black or African American	15.5	15.7	18.4				
Hispanic or Latino	83.0	83.1	79.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.3				
White	0.7	0.4	0.7				
Male	50.9	52.7	55.1				
Female	49.1	47.3	44.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1			√			
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	78.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	38.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	10.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

This year the NYS cut scores for ELA and Mathematics changed for each grade level 3-5. An analysis of NYSTART data indicates that P.S. 62 has decreased dramatically in both ELA and Mathematics.

Reading Scores

<u>Grade 3</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(6) 6.1%	(37) 37.4%	(50) 50.5%	(6) 6.1%	(56) 56.6%
2009	(10) 9%	(40) 35%	(64) 56%	(1) 1%	(65) 57%
2010	(42)39%	(37)34%	(25)23%	(5)5%	(30)28%
<u>Grade 4</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(22) 19.8%	(38) 34.2%	(49) 44.1%	(2) 1.8%	(51) 45.9%
2009	(7) 7%	(46) 45%	(47) 46%	(2) 2%	(49) 48%
2010	(16)13%	(74) 62%	(30) 25%	(0) 0%	(30) 25%
<u>Grade 5</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(2) 1.7%	(33) 28.0%	(81) 68.6%	(2) 1.7%	(83) 70.3%
2009	(0) 0%	(33) 30%	(73) 66%	(5) 5%	(78) 70%
2010	(17) 16%	(51) 49%	(30) 29%	(7) 6%	(37)35%

Further analysis reveals that Grade 3 had a 30% increase in Level 1 performance and a 33% decrease in Level 3 students. Looking at the sub-groups it was clear that a significant portion of Level 1 students were students with disabilities. Grade 4 also showed a decrease in Level 3, resulting in a 17% increase in level 2 students. Although, Level increased by almost 50% the percentage of students is still significantly lower than grade 3 by 26%. Finally, Grade 5's decrease in Level 3 performance also impacted on Level 1 and 2. 16% of students received a Level 1 in comparison to 0% in 2009.

This decrease of proficiency in all grades 3-5 led to a "D" rating on the NYC Progress Report for 2009-2010 student performance, however we still maintained a "B" for student progress, which compares our current 4th and 5th grade students to their previous year's scale scores.

In addition, students in mathematics also showed progress in grades 4 and 5 which is consistent with our NYStart data. Although there was a decrease in Level 3, Level 1 did not show significant gains, with only 1% of

the children in grade 5 scoring Level 1, a 2 % decrease. However, the 32% increase in level 1 for Grade 3 is an area of concern.

<u>Grade 3</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(0) 0.0%	(13) 12.9%	(65) 64.4%	(23) 22.8%	(88) 87.1%
2009	(2) 2.0%	(9) 8.0%	(92) 77%	(16) 13%	(119) 91%
2010	(38) 34%	(44) 39%	(20) 18%	(10) 9%	(30) 27%
<u>Grade 4</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(9) 7.9%	(28) 24.6%	(70) 61.4%	(7) 6.1%	(77) 67.5%
2009	(4) 4.0%	(23) 23%	(56) 55%	(19) 19%	(102) 74%
2010	(10) 8.0%	(55) 45%	(42) 34%	(15) 12%	(57) 46%
<u>Grade 5</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total</u>
2008	(5) 4.1%	(21) 17.1%	(80) 65.0%	(17) 13.8%	(97) 78.9%
2009	(3) 3.0%	(14) 13%	(68) 62%	(24) 22%	(109) 84%
2010	(1) 1.0%	(46) 44%	(40) 38%	(18) 17%	(58) 55%

In order to address these needs, the school will:

Identify students in both sub-groups, students with disabilities and the lowest 1/3 (inclusive of the ELL population) through data analysis and provide research-based programs to address the needs of these students. The data indicates that students with disabilities are not performing at the level of their peers in ELA. Therefore, one of our goals is to provide research-based programs that accelerate student learning for students with disabilities such as Wilson Language Development in Grades 3-5 and Imagine Learning for ELLs in Grades K-5. In order to address the lowest 1/3 in mathematics, professional development on data analysis will be conducted for all staff members. Best practices in mathematics will be identified, such as AHA Mathematics (pending funding) and utilized by classroom teachers and specialists.

The January 2010 Quality Review states the need to enhance school improvement planning by identifying specific interim and measured goals, making readjustments and evaluating progress to plan for next steps. The QR also indicates that there is a need for teachers to differentiate instruction to address the needs of all students as well as provide a more rigorous curriculum,

Provide professional development in the use of research based materials that provide interim assessments that measure student progress as well as next steps. This year we will continue to provide Professional Development opportunities for all staff members. In order to support RTI and the Phase 1 Special Education Initiative teachers will be provided with a myriad of research-based programs that will address the academic as well as the Social-Emotional learning of students. We will also employ trainers (pending funding) to develop effective strategies to deal with student behavior and team building activities to create a strong school community of learners.

Revise curricula to emphasize rigorous habits and higher order thinking skills for a variety of learners with different needs. This year we will utilize consultants (pending funding) to work with staff members on ways to differentiate instruction for all students with an emphasis on the special needs and ELL population. We will incorporate a variety of enrichment activities to provide students with opportunity to develop their critical thinking skills. We will also provide opportunity for staff members to meet regularly to revise the curriculum to incorporate the new Core Standards and identify rigorous project-based tasks designed to challenge all learners.

Finally, a review of parent participation in committee activities (sign-in sheets) and the volunteer program indicate a need to expand the core group of parents.

In order to address the need to diversify parent involvement and the amount of volunteers at P.S. 62 we will provide a variety of opportunities for parents to participate. This year we will continue to offer parent workshops, however they will be more inclusive of parent interests. In addition, ad-hoc committees will be formed to provide opportunity for parents to volunteer for a single project instead of the whole year. We will also be consistent and proactive in establishing a calendar of events to insure that all parents are aware of the activities and committees in advance.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

By June 2011, the school will close the achievement gap in the area of ELA by 5% between Students with Disabilities and all students as evidenced by the NYS ELA.

This goal is intended to provide all students with disabilities who are performing below standard level 3, support services that will address each student's individual needs. In addition, special education teachers and support staff will meet together to plan for instruction utilizing the strategies in the Schools Attuned program, Wilson and Word Study programs. The special education teacher and general education working with students in collaborative team teaching settings will receive professional development to insure effective, rigorous learning and teaching takes place within the classroom. Finally, all teachers working directly or indirectly with students with disabilities will be provided with IEP training to insure that the identified student goals are being addressed.

By June 2011, the school will increase the percentage of all students achieving at least one year of progress in mathematics by 5% as measured by the School Progress Report.

This goal is intended to provide all students in the lowest 1/3 of students achieving at least one year of progress in mathematics with the support services and best practices available. All classroom teachers and support staff will be provided with data analysis training to identify students' areas of weakness to inform classroom instruction. In addition, classroom teachers will be provided with additional training in the school wide Everyday Mathematics Program to insure that all components are utilized in the classroom. Finally, parent workshops to support students at home will be provided.

By June 2011, 85% of teachers will utilize differentiated instructional strategies 90% of the time as measured by supervisor/coach formal/informal observation logs to implement Tier1 RTI in the classroom.

This goal is intended to provide all teachers from Pre-K to Fifth Grade, as well as cluster teachers, RTI and Support Staff with on-going professional development during scheduled professional development days, as well as during Professional Learning Community meetings, Inquiry Team meetings, Grade Conferences, Study Groups, Intra/Inter-visitations and Individual Conferences with Administrators and Support Staff in all core academic areas, including technology and behavior management.

By June 2011, all staff members will begin to implement RTI strategies with individual students based on need.

This goal is intended to insure that all students' individual needs are met by providing rigorous, effective and purposeful classroom instruction. All pedagogues will receive on-going professional development in data analysis as well as creating SMART goals for all students in all subject areas.

By June 2011, parent involvement in school related activities will increase by 8% as evidenced by attendance documentation.

This goal is intended to provide the parents and families of P.S. 62 the opportunity to participate in educational activities to build strong home/school partnerships. Throughout the school year workshops to support student's academic and social-emotional development will be provided. Topics may include but are not limited to: Family Literacy Nights, Math, Science and Social Studies, Fire Prevention, Asthma, Domestic Violence, ARIS Parent Link Training and Partners in Print (pending funding).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, the school will close the achievement gap in the area of ELA by 5% between Students with Disabilities and all students as evidenced by the NYS ELA.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • By September 2010-June 2011, the Special Education Team comprised of special education teachers, SBST members and support staff, led by an administrator will continue to meet monthly to address the needs of all students with disabilities. • By September 2010-June 2011 baseline assessments will be given to all students in both academies and a periodic assessment calendar will be provided to all staff members to insure progress analysis. • By October 2010-June 2011, Inquiry Teams will be established on each grade to identify patterns and trends in each grade. • By October 2010, all data will be analyzed to assess the needs of all students with disabilities. • By October 2010, all students identified as performing below standard will receive RTI services through small group instruction based on the specific needs of the students. • By October 2010, all teachers in grades 3-5 will continue Acuity training and TC Assessment training. • By October 2010, all teachers in grades Pre-K to 2 will submit TC Assessment and Words Their Way Spelling Inventory training to assess patterns and trends in the classroom. • By October 2010-June 2011, the staff will continue to receive professional development in differentiated instruction to address the needs of the individual student. • By October 2010- June 2011, identified teachers will implement and assess Wilson, Foundations, as well as utilize best practices for identified students in both sub-groups • By October 2010, all teachers will be using various RTI strategies to support the individual needs of all students. <p>Responsible Staff: Principal/ Assistant Principal, Curriculum Coaches, SLT, Parent Association, Parent Coordinator, EPC, School’s Attuned/Special Education Team, Child Study Team, Response to Intervention Team,ELL Committee, SBST (School Based Support Team), and DIT (Data Inquiry Team), Empowerment Network Staff.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Resources/Timeline:</u></p> <ul style="list-style-type: none"> • TL Fair Student Funding, Title 1 SWP, IDEA Mandated Speech Title 1 ARRA SWP, Title II Supplemental • AIS schedules • ESL teachers • AUSSIE consultants • SDE consultants • ProTraxx • Response to Intervention
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Assessment (Progress or Accomplishments):</u></p> <ol style="list-style-type: none"> 1. NYS 2010 ELA results 2. Sept. 2010 ELA baseline Grades 3-5 3. Dec. 2010/March 2011 ELA interim assessment Grades 3-5 growth 4. Acuity assessments October/March- 10% gain 5. Wilson: October, January, May 6. TC Assessments: Sept. Nov./Dec. (1 level), March (2-3 levels, May (1-2 levels) 7. Spelling Inventory 8. Inquiry Team Results

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, the school will increase the percentage of all students achieving at least one year of progress in mathematics by 5% as measured by the School Progress Report.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • By September 2010 baseline assessments will be given to all students in both academies and a periodic assessment calendar will be provided to all staff members to insure progress analysis. • By September 2010 all classroom teachers will receive professional development in EDM. • By October 2010, all data will be analyzed to identify the lowest 1/3 in each grade in mathematics. • By October 2010, all classroom teachers in grades 4 and 5 will identify the mean scale score of individual students and identify those students at- risk of not making one year of progress. • By September 2010-June 2011, an Inquiry Team will be established on each grade to identify patterns and trends in each grade. • By October 2010 an AUSSIE math consultant (pending funding) will work with staff to review and adjust pacing calendars to include the new Core Standards. • By October 2010 all students will have an AHA on-line account (pending funding). • By October 2010 all students will utilize Mind Lab games to enhance critical thinking. (pending funding) • By October 2010 all teachers will identify unit projects for assessment and implement throughout the year. • By October 2010 all identified students will have a mathematics goal, adjusted in January and April. • By November 2010 the Inquiry Team will turn-key findings and identify best practices that support student success. • By December 2010 and March 2011 Acuity data will be analyzed and instruction will be adjusted. <p><u>Responsible Staff:</u> Principal/ Assistant Principal, Curriculum Coaches, SLT, Parent Association, Parent Coordinator, EPC, School’s Attuned/Special Education Team, ELL Committee, SBST (School Based Support Team), and DIT (Data Inquiry Team), Empowerment Network Staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Resources/Timeline:</u></p> <ul style="list-style-type: none"> • TL Fair Student Funding, Title 1 SWP, TL 09 C4E CTT, TL Childrens First , NYSTL, DINI grant (pending), Title 1 Correct (pending) • Preparation Schedules • Coaches • EDM consultant (pending funding) • ProTraxx

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Assessment (Progress or Accomplishments):

9. NYS 2010 Math results/NYS 2010 Math results
10. Sept. 2010 Math baseline Grades 2-5
11. Dec. 2010/March 2011 Math interim assessment Grades 3-5
12. Acuity assessments October/March
13. EDM Pre and Post Unit Tests
14. Inquiry Team
15. Student Learning Goals

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, 85% of teachers will utilize differentiated instructional strategies 90% of the time as measured by supervisor/coach formal/informal observation logs.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies/Activities:</u></p> <ul style="list-style-type: none"> • By September 2010, all staff will receive data analysis training in relation to the assessments utilized in their academy. • By November 2010-May 2011, an AUSSIE consultant (pending funding) will provide professional development, demonstrations and inter-visitations for classroom teachers and RTI providers in guided reading and literacy centers grades k-5. • By October 2010-June 2011, selected teachers of ELL, Special Education and at-risk students will attend a variety of ProTraxx workshops to turnkey the information to their respective colleagues on best practices. • By October 2010- May 2011 teachers in grades 2-5 will receive Emotional-Social Program Training (ESR) from P.S.62 Trained Personnel. • By October 2010- June 2011 2 coaches will meet with assigned grades, classroom teachers and RTI providers to provide demonstrations, inter-visitations, workshops, instructional strategies and data analysis. • By September 2010-June 2011, a schedule of formal observations will be established by Academy Administrators to assess teacher progress. • By Fall 2010, based on a Teacher’s Needs Assessment a series of Saturday Institutes to provide professional development for teachers in the areas of Small Group Instruction, Tiered Activities, Differentiated instruction, and Response to Intervention techniques (pending funding) will be scheduled. • By September 2010-June 2011, grade conferences, individual teacher meetings and faculty conferences will be conducted by academy supervisors to address professional development needs which will facilitate differentiated instruction in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Fair Student Funding, Title 1 SWP, Title III, C4Excellence , 5% Highly Qualified, Title II and Federal Program, SINI Title 1 • Substitute Classroom Teachers: Coverage for Training sessions • AUSSIE • Consultants (pending funding) • Coaches

	<ul style="list-style-type: none"> • Administrators • ProTraxx (pending funding) • All teachers, support staff and administrators
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal Observations: November 25%, January 45%, March 60%, June 85% • Professional Development attendance documentation

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, all staff members will begin to implement RTI strategies with individual students based on need.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies/Activities:</u></p> <ul style="list-style-type: none"> • By October 2010, all staff will receive RTI training. • By November 2010-May 2011, an AUSSIE consultant (pending funding) will provide professional development, demonstrations and inter-visitations for classroom teachers and RTI providers in guided reading and literacy centers grades 2-5. • By October 2010- June 2011 2 coaches and administrators will meet with assigned grades, classroom teachers, RTI providers to provide demonstrations and workshops to assist with creating, assessing and revising student goals throughout the year. • By November 2010 all classroom teachers will identify individual goals in ELA and math for at-risk students. • By September 2010-June 2011, a schedule of formal observations will be established by Academy Administrators to assess teacher progress. • By September 2010-June 2011, grade conferences, individual teacher meetings and faculty conferences will be conducted by academy supervisors to address professional development needs which will support teacher development of learning goals. • By November, January and March a parent letter indicating the individual student goals will be distributed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Fair Student Funding, Title 1 SWP, Title III, C4Excellence , 5% Highly Qualified, DINI grant (pending) • Substitute Classroom Teachers: Coverage for Training sessions • AUSSIE (pending funding) • Coaches • CFN 109- SMART goal training/Core Standards • All teachers, support staff and administrators

Indicators of Interim Progress and/or Accomplishment

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

- **Formal Observations: November 40%, January 65%, March 85%, June 100%**
- **Professional Development attendance documentation**
- **Evidence of written student goals**
- **Evidence of ability of students to articulate goals**
- **Evidence of signed parent articulation sheets in November, January and March**

Parent Involvement

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, parent involvement in school related activities will increase by 8% as evidenced by attendance documentation.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By September 2010, a parent needs assessment will be distributed by the Parents Association to determine parent concerns and topics for workshops for the 2010-2011 school year. • By September 2010, a parent committee sign-up sheet will be distributed to identify all committee members. • By September 2010, a schedule of parent association meetings will be established for the school year. • By September 2010, a schedule of P.S. 62 sponsored parent workshops and activities will be established by outreaching to CBO's. • By September 2010, a Lending Library will be open for parents and a schedule of dates and times will be posted in the main lobby and Parent's Room. • By September 2010, the parent translation policy will be redistributed. • By September 2010 the parent policy and compact will be distributed to all members • By September 2010-June 2011, all parent communications will be provided in both English and Spanish • By September 2010-June 2011 a monthly parent letter, addressing the areas of concern, state of the school and school policies will be distributed to all parents. • By September 2010-June 2011, reminders for Parent Association and School Sponsored Activities will be posted in the main lobby and front door 3 days prior to the activity. • By November 2010, a P.S.62 website for parent communication will be established by the Parents Association, in conjunction with the parent coordinator. • By October 2010, Learning Leaders will provide RTI services to identified at-risk students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Fair Student Funding, Title 1 SWP • Parents Association Members • Parent Coordinator • School Administrators • Office Staff • School Based Translators
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Assessment (Progress or Accomplishments):</u></p> <ul style="list-style-type: none"> • Learning Environment Survey- 2009 and 2010 • Parent Committee Volunteer Sheets • Schedule of workshops and sign in sheets • PTA evening sheets 2% October, 4% December, 6% February, 8% April, 10% June

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4		N/A	N/A			7	
1	92	92	N/A	N/A			3	
2	116	116	N/A	N/A			8	
3	112	112	N/A	N/A		1	15	
4	122	122	122			1	12	
5	109	109		104			14	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson,: small group, 5X per week, day program Foundations: small group 5X per week, day program Imagine Learning: 3-5X per week, day program/after-school program Guided Reading: 2-5X per week, day program, extended day Buckle Down: 5X per week, extended- day program (Winter) Words Their Way: 5X per week, extended day program (Fall-Spring) Princeton Review: 2x per week, after-school NESI: 3 x per week, after-school
Mathematics:	Princeton Review Math: 3X per week, after-school Buckle Down Math: 5x per week, extended day (Spring) Small Group Instruction: as needed, day program
Science:	Grade 4 Measuring Up 5X per week, extended day program (Spring) Foss Kits, 1X per week, day program Small group instruction: as needed, day program
Social Studies:	Scott-Foresman DBQ's: 5x per week, extended day program (Fall) Small group instruction: as needed, day program
At-risk Services Provided by the Guidance Counselor:	N/A (No Guidance Counselor)
At-risk Services Provided by the School Psychologist:	1 to 1 assistance as needed
At-risk Services Provided by the Social Worker:	Small group instruction: as needed, day program 1 to 1 counseling: as needed, day program

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Prek-5 _____ Number of Students to be Served: 112 LEP _____ Non-LEP _____

Number of Teachers 61 Other Staff (Specify) SBST: 2, Paraprofessionals: 7, School Aides: 8, Social Workers: 2, Speech: 2

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL program at P.S. 62 consists of an ESL program, taught by 2 licensed ESL instructors, for all ELL students in grades K-5, approximately 70 children. In addition to the ESL program we have a 2/3 TBE class (25 students). We also service 3 bilingual special education classes grades K-5. The 12:1:1 programs consist of a K/1 and 4/5 class. The 12:1 class is comprised of 2/3/4 students. The bilingual special education population is of special concern to P.S. 62. In order to provide a rigorous curriculum that addresses the needs of this sub group P.S. 62 plans to incorporate an artist in residence program. We will provide students in our bilingual classrooms with a residency from Studio in A School, where art is utilized to help develop spatial relationships for students, as well as critical thinking skills. Finally, the ESL program will be supported by 3 Saturday workshops for parents of ELLs. These workshops will be provided by our licensed ESL and Bilingual staff members. Workshops will introduce parents to the NYSESLAT exam, ESL strategies for the home as well as how to incorporate the community into their daily lives, by providing resources and highlighting various cultural institutions in the area. We will also purchase the English and Spanish Rosetta Stone Software to support our students.

Total Title III Budget: 19,760.00

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

To further support the needs of our ELL students all staff members are provided with professional development opportunities in areas related to best practices for ELLs. In addition, to the ELL Institute comprised of ESL and Bilingual teachers in collaboration with administrators and instructional coaches, an AUSSIE consultant will be utilized to help teachers analyze student data to address individual student needs and revise the grade level curriculum maps to incorporate Core Standards and differentiated instruction in both ELA and Mathematics

Section III. Title III Budget

School: 08x062 BEDS Code: 320800010062

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Per Session: \$1796.04 Per Session: \$939.78 \$2735.82	Saturday Parents as Partners (3 days x 2 teachers x 6 hours x \$49.89)=\$1796.04 1 Supervisor x \$52.21 x 3 days x 6 hours= \$939.78
Purchased services - High quality staff and curriculum development contracts.	13,700.00	AUSSIE 8 days: 1,200.00 x 6=7,200.00 Studio In A School Residency: \$6,500.00
Supplies and materials - Must be supplemental.		

- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)	\$2500.00	Rosetta Stone
Travel	\$ 0	
Other	\$824.18	Refreshments: 3 Saturday Parent Workshop 50 people
TOTAL	19,760.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school data indicates that approximately 83% of our student population is Hispanic. At Parent Association meetings, the parents have requested that we speak in English and in Spanish.

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

Through our Parents Association we reported the following:

It is school policy to ensure all letters and school communications are written in English and in Spanish.

Parent volunteers are given a stipend to translate during Parent Teacher Conferences.

Large items are translated by bilingual school staff.

If parents need a translator to speak to a teacher, a request is made in either of three places:

- (1) at the security desk
- (2) in the Parents' Room
- (3) in the main office

Part B: Strategies and Activities

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

It is school policy to ensure all letters and school communications are written in English and in Spanish.

Parent volunteers are given a stipend to translate during Parent Teacher Conferences.

Large items are translated by bilingual school staff.

If parents need a translator to speak to a teacher, a request is made in either of three places:

(4) at the security desk

(5) in the Parents' Room

(6) in the main office

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations will be provided by parent volunteers during all conferences

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A. We will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

B. We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	698,334	152,233	850,567
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,983	1,522	8,505
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,915	*	
4. Enter the anticipated 10% set-aside for Professional Development:	69,833	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100% _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 62 Parent Involvement Policy

Parents and families of students in P.S. 62 will be provided with opportunities to participate in the Parent's Association (PA), School Leadership Team (SLT) and P.S. 62 parent sponsored activities related to building a strong home/school partnership and fostering student success. The Parents as Partners relationship will be supported by activities related to academics, as well as the social/emotional welfare of the parents and students.

Monthly parent workshops will be provided for all parents to develop knowledge of instructional programs, school, city and state assessments, Chancellor's promotional policy and discipline code.

Parents will be notified through a monthly calendar, flyers, and letters as to the time and date of meetings and workshops to address instructional programs and performance.

The P.S. 62 family worker, Parent Coordinator and Parent Association will facilitate the exchange of information among parents and encourage parent involvement and support by utilizing an "Open Door Policy" to insure that all parents are welcome.

They will:

- a. Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional
- b. Communicate with parents about supporting student progress, both academically and socially
- c. Refer parents to outside resources as necessary
- d. Maintain a school bulletin board in both English and Spanish

- e. Support District, ISC and Network committees
- f. Participate in the School Leadership Team, Parents Association
- g. Conduct a yearly Parent's Association election for the executive board
- h. Conduct monthly day and evening parent association meetings
- i. Create Ad-Hoc Committees as needed
- j. Encourage parents to become classroom volunteers for trips, read-alouds, special projects, family nights
- k. Establish and maintain an inviting environment in the Parent Room for all parents
- l. Provide fund-raising opportunities for parents to support school wide activities to promote the concept of parents as partners, as well special student activities
- m. Maintain open communication with all staff members to insure the needs of the parents are being addressed

By May 2011 the Parent Policy will be reviewed by the PTA in conjunction with the SLT.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

This Compact was created with the School Committee and our Parent Association. Please read this important agreement which states that the school and all parents will work cooperatively to provide for the successful education of our children and that we agree to adhere to this compact.

The School Agrees:

- to convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- to offer a flexible number of meetings at various times.
- to actively involve parents in planning, reviewing and visiting, improving the Title I programs and the parental involvement policy.
- to provide parents with timely information about all programs.
- to provide progress reports and individual student assessment results for each child and other pertinent individual and school district education information.
- to provide high quality curriculum and instruction.
- to deal with communication issues between teachers and parents through:

“Meet The Teacher Week” early in the school year, parent-teacher conferences at least bi-annually, frequent reports to parents on their children’s progress (Good News grams) access to staff by appointment, opportunities to volunteer and participate in their child’s class and observation of classroom activities, providing each new parent with a “Welcome Packet”,

-to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy/ESL classes, workshops in curriculum areas and relevant parenting topics.

-to translate and interpret services in order to communicate effectively with the Department in accordance with Chancellor’s Regulation A-663.

The Parent/Guardian Agrees:

-to become involved in developing, implementing, evaluating and revising the school parent-involvement policy.

-to use or ask for technical assistance training that the school may offer on child rearing practices and teaching and learning strategies.

-to work with our child/children on their school work.

-to encourage your child to read for 15 to 30 minutes per day.

-to be an active member of “Parents as Reading Partners”.

-to monitor your child’s:

-attendance (must be 95% throughout the year)

-homework (cannot miss more than 3 per marking period)

-television watching.

-to share the responsibility for improved student achievement.

-to communicate with your child’s teachers about their educational needs.

-to ask parents and parent groups to provide information to the school on what type of training or assistance you would like and/or need so that you are more effective in assisting your child in the educational process.

-to treat all school staff members with courtesy and respect.

We Encourage Parents To:

-Set high expectations for your children.

-Help out at school by volunteering time, skills or resources.

-Get involved in Parent Association or Parent-Teacher Association.

-Take part in school and community programs

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to pages 10-14

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Please refer to pages 15-24

3. Instruction by highly qualified staff.

Please refer to pages 15-24

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Please refer to pages 15-24, 35-37

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
P.S. 62 has formed partnerships with Teach for America, as well as Mercy and Lehman College to support our efforts to reach out to qualified and motivated teachers.

6. Strategies to increase parental involvement through means such as family literacy services.
Please refer to pages 23-24 and 36-43

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
In order to support our preschool population transition into our kindergarten a series of parent-student meet and greets are established in early April/May. The parents and children are invited to spend an hour in one of our kindergarten classes after meeting with the grade supervisor and parent coordinator.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Please refer to pages 15-24 and 34-36

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Please refer to 15-24 and 26-27

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The students in temporary housing are supported by our family worker, parent coordinator and the NYC Temporary housing liaisons at each location. The school provides workshops in a variety of areas to support parents. In addition the school social workers are available to provide further supports as needed to the families and students.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for FY’11 school allocation amounts</i>)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			698,334	✓	15-27
Title I, Part A (ARRA)	Federal	✓			152,233	✓	25-27
Title II, Part A	Federal	✓			196,210	✓	15-27
Title III, Part A	Federal	✓			19,760	✓	36-40
Title IV	Federal			✓			
IDEA	Federal	✓			54,177	✓	15-27
Tax Levy	Local	✓			3,037,722	✓	15-35

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
Please refer to pages 15-24 and 41
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Please refer to pages 10-13, 15-24 and 41
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

Please refer to pages 15-24 and 41

4. Coordinate with and support the regular educational program;

Please refer to pages 15-35 and 41

5. Provide instruction by highly qualified teachers;

Please refer to pages 15-24 and 41

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Please refer to pages 15-24 and 41

7. Provide strategies to increase parental involvement; and

Please refer to pages 23 and 24 and 41-44

8. Coordinate and integrate Federal, State and local services and programs.

Please refer to pages 15-24 and 41

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Basic Year 2 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

P.S. 62 has been identified as SINI due to ELL participation only. A review of the data shows that several students were unaccounted for during the testing cycle, which caused participation to fall below 95% to 94%.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

P.S. 62 has been identified as SINI due to ELL participation. In order to improve our standing we have insured that our pupil accounting secretary, family worker and Parent Coordinator work closely to monitor student attendance with a particular interest to the ELL sub-group. Parents are sent monthly letters to insure that they are aware of the testing calendar and school workshops. Finally, students are provided with attendance awards by class as well as individually.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

School Under Registration Review (SURR)

The Title 1 funds will be used to provide teachers with professional development opportunities that address differentiation and the Core Standards. An AUSSIE consultant will provide direct classroom support to insure that data is used to drive instruction. The ability for teachers to meet the individual needs of our students will provide an environment in which all students will have the opportunity to succeed. A rigorous and focused classroom will insure that students want to come to school each day, thus addressing student attendance.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

P.S. 62 is fortunate enough to have a highly qualified staff. All staff members are returning to P.S. 62 and no staff member is new to the system. This allows for continuous professional development, built upon the prior year's training. In addition, our coaches work directly with classroom teachers to provide support. Teachers that have been identified for their best practices in the classroom are utilized to provide inter-visitations and work with teacher inquiry teams to further support teacher learning.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

P.S. 62 will distribute the parent letters for SINI notification to all parents during the first week of school. The letters will be sent in both English and Spanish. A parent workshop during the last week of September will also be conducted. Finally, the Parent Coordinator will be available to answer all parent questions and an SES open house will be conducted during the 1st week of October to insure that all parents take advantage of the after-school programs available to them.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

P.S. 62 currently serves 52 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

P.S. 62 is fortunate to have the support of three family workers, 1 housed at P.S. 62 and 2 servicing the two main shelters in our area. These 3 family workers provide workshops for parents at P.S. 62 and attend the McKinney-Vento workshops each year to keep abreast of current information regarding STH regulations and support programs. In addition, the family workers provide outreach for both the academic and social emotional needs of the students and their parents. Finally, our Parent Coordinator works collaboratively with the family workers to assist with the needs of the students and their families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 062 Inocencio Casanova					
District:	8	DBN:	08X062	School		320800010062

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	54	54		91.2	91.9	91.2
Kindergarten	87	113	114				
Grade 1	113	108	125	Student Stability - % of Enrollment:			
Grade 2	108	113	87	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	115	112	104		89.7	92.0	90.0
Grade 4	104	117	106				
Grade 5	113	101	113	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.8	96.2	89.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	36	50
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	676	719	706	(As of October 31)	2007-08	2008-09	2009-10
					3	8	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	54	48	55	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT) Classes	48	54	56	Superintendent Suspensions	1	1	1
Number all others	32	40	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	50	46	TBD	Number of Teachers	65	66	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	8
# receiving ESL services only	73	65	TBD				
# ELLs with IEPs	1	41	TBD	Number of Educational Paraprofessionals	0	1	7

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.5	100.0	96.8
				% more than 2 years teaching in this school	58.5	66.7	81.0
				% more than 5 years teaching anywhere	38.5	39.4	46.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	70.0	82.5
American Indian or Alaska Native	0.3	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	93.8	93.9
Black or African American	15.7	18.4	20.7				
Hispanic or Latino	83.1	79.8	77.3				
Asian or Native Hawaiian/Other Pacific	0.4	0.3	0.0				
White	0.4	0.7	1.3				
Male	52.7	55.1	55.7				
Female	47.3	44.9	44.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				P	
Overall Score:	48.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	7.1	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	4.8	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	32.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 8	SchoolNumber 62	SchoolName Inocencio Casanova
Principal Lisa Manfredonia		Assistant Principal Elias Ortiz	
Coach Jessica Russo		Coach Diana Martin	
Teacher/Subject Area Jose Camacho/ESL		Guidance Counselor Carmen Acosta-Marrero	
Teacher/Subject Area John Lawrence/ESL		Parent Maria Santana	
Teacher/Subject Area Richard Rodriguez		Parent Coordinator Ms. Yudis Chavez	
Related Service Provider Myron Weise		Other	
Network Leader Maria Quail		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	708	Total Number of ELLs	125	ELLs as Share of Total Student Population (%)	17.66%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

P.S 62 is an urban Title 1 school located in the South Bronx in District 08, under servicing students in Pre-K to 5. The student population is comprised of 79% Hispanic, 19% Black and less than 1% Caucasian /Other. The large Hispanic population as well as a small number of African speaking students necessitates an English Language Learner (ELL) program. This year the ELL program consists of one Transitional Bilingual General Ed Second/Third grade Bridge class and 3Special Ed. Transitional Bilingual (Spanish) Education classes: (1)12:1 Kindergarten/First Grade split, (1) 12:1:1Third/Fourth Grade Special Education Bilingual split, and (1) Fourth/Fifth 12:1:1 Special Education Bilingual split. In addition, a Free-Standing English as a Second Language (ESL) program is offered for students in grades K-5. This program is provided by (2) licensed ESL instructors.

Initial Identification of ELLs:

At the PS 62 , the initial identification of ELL students begins at registration time. The Home Language Identification Survey [HLIS] is administered and if parents indicate a language other than English is spoken at home, the LAB-R/Spanish LAB-R eligibility is determined. If eligible, the LAB-R/Spanish LAB-R is administered (LAB-R same day of registration/Spanish LAB-R same day or within 10 days).The child is then briefly interviewed orally in English or Spanish by a licensed ESL/Bilingual teacher in order to further assess the child's proficiency level in English/Spanish. The interview is structured as an informal conversation between the staff member and the child. The child is asked several questions to which he/she most produce a response or an action. For instance, the child may be asked questions such as, "Can you point at your nose?" "How many brothers and sisters do you have?" The teacher in turn assess the child's responses to the questions asked and makes a final determination.

Once entitlement is determined, the parents are informed of the program options to which they are entitled, and then students are placed in the selected program. Each Spring the NYSESLAT is administered to all students who didn't pass the LAB-R and it will continue to be administered until the students become Proficient..

Informed Parents

In order for parents to make informed choices, all necessary documents are available in their native language. PS 62 has the following structures in place to ensure that the goal of informing parents is met:

- Upon registration, parents watch the Program Options Video
- ESL Coordinator/Parent Coordinator/ELL Supervisor has an initial parent orientation during which time models and approaches of each program are explained to the parents in order for them to make informed choices regarding program selection.

Entitlement Letters and Program Choice

Appropriate documents are given to parents informing them of the options and available programs at PS 62, and in NYC schools. During the intake process, translated documents are made available to parents in their native language. An Intake Team is available to assist parents through this process and making them well informed. Some of the members that form part of this team are the Parent Coordinator, the ESL Coordinator, ESL teachers, and the ELL Supervisor. The ESL Coordinator or the ELL Supervisor supports the process by explaining the Parent Selection Form and by informing them of their placement rights. Parents are then given the program selection forms to fill out and sign.

Criteria for Student Placement

Parent choice forms are then reviewed by the ESL Coordinator and the ELL Supervisor. Students are immediately placed in the program the parent chooses. At PS 62 we have the following programs available: Free-Standing in gardes K-5 and Transitional Bilingual Education in K, 1st, 2nd, and 3rd grade.

Analysis of the Trends

The programs/models at P.S. 62 have been developed by the Language Allocation Team and are aligned with the individual needs of the students who are being serviced. These programs have been developed and are implemented with great care and concern for the individual student as well as the population as a whole. For the past two years, we have seen a trend in parent request for ESL services rather than bilingual education.

Alignment of Programs Offered

At the beginning of the year, the ESL coordinator, the AP who supervises the ELLs at PS 62, as well as the Parent Coordinator, conduct Orientation Workshops to provide parents with more detailed information regarding our ELL programs, curriculum, and additional services provided to support our students' academic growth and success. As new students register throughout the year, a trained school staff member will provide this orientation to the parents on a one-to-one/small group basis.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	7		11	12	7	3								40
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	2	3	2	1								8
Push-In	8	7	11	9	22	16								73
Total	15	7	24	24	31	20	0	0	0	0	0	0	0	121

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	33
SIFE	1	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	28	0	8	27	0	7	0	0	0	55
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	48	1	16	20	0	5	0	0	0	68

Total	76	1	24	47	0	12	0	0	0	123
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7		11	12	7	3								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	7	0	11	12	7	3	0	40						

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: Asian: Hispanic/Latino:	
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	7	20	26	26	21								111
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2											2
TOTAL	11	8	23	26	26	21	0	115						

Part IV: ELL Programming

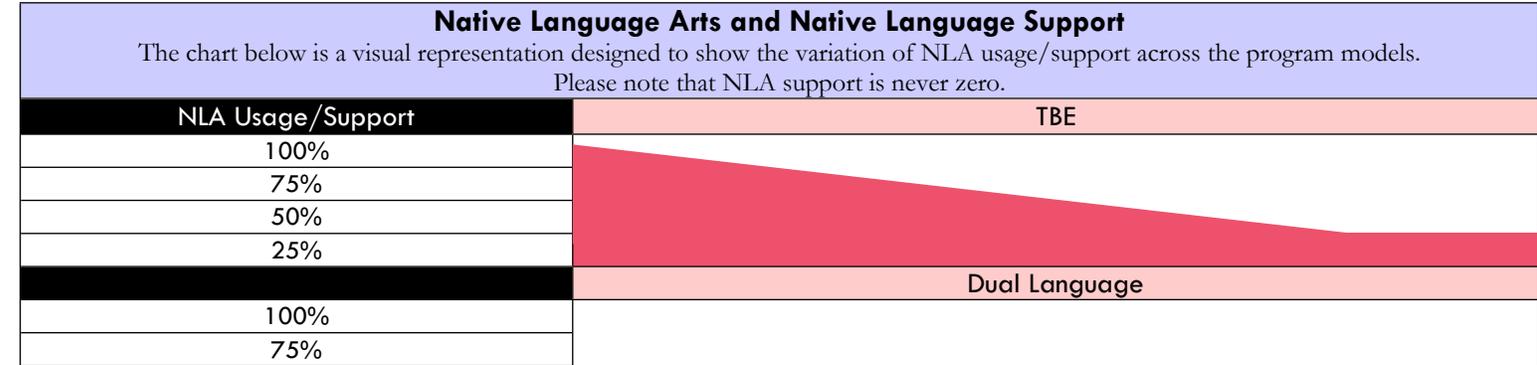
A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here 1. INSTRUCTIONAL MODELS AND PROGRAM DELIVERY

At PS 62 we use two organizational models to support our ELL population: Freestanding ESL(Push-In/Pull out) and Spanish Transitional Bilingual classes. The program models are TBE Special Ed Classes(K/1 Bridge, 3/4 Bridge, and 4/5 Bridge) and TBE Gen Ed Bilingual(2/3) grouped by grade. The ESL program encompasses students in Kindergarten through 5th Grade. Students are grouped by grade.

In order to determine the ELL identification of students and proficiency levels, to provide mandated instructional minutes, several reports and assessments are utilized. The LAB-Ris used to determine eligibility. All ELL students are entered into the ELL reporting system, BESIS. This report tracks the number of years students receive services, which determines if they are new-comers or long term ELL's. In addition, the A-11 report in ATS allows schools to request an extension of service for students that do not reach proficiency on the NYSESLAT after 3 years of service. ATS also provides a report to identify students that receive special education in addition to ELL services. Students that are in special education but are not required to receive ESL must still pass the NYSESLAT in order to be exempt from state testing. These children are identified in the CAP report in ATS as X-Coded. Finally, the NYSESLAT testing report (RLAT) provides each student's NYSESLAT level: beginner, intermediate, advanced and proficient, as well as the raw score for each strand tested. These levels determine the number of

minutes of service per week that students must receive as mandated by Part 154. This report also identifies former ELL's by identifying which students received a proficiency level on the assessment. The new SIFE assessment is also provided if schools need to determine if a student has had interrupted formal education. The administration and review of these assessments and reports provide the foundation for developing and implementing the programs and materials at P.S. 62.

TBE Language Allocation Ratios

Grade Level	Recommended Program Choice (Spanish/English)	Overall Proficiency Level
Kindergarten	80:20	Beginning
First Grade	60:40	Beginning/Intermediate
Second Grade	50:50	Intermediate
Third Grade	40:60	Intermediate /Advanced
Fourth Grade	20:80	Advanced
Fifth Grade	20:80	Advanced

Self-Contained ESL Classes

Level	Number of Weekly Minutes of Required ESL Instruction
Beginning	360 minutes
Intermediate	360 minutes
Advanced	180 minutes

2. Organization of Staff

Students in the K-5th grade are provided with a Free-standing ESL model. This program is serviced by 2 licensed ESL instructors. The ESL teachers push-in or pull-out students daily. The beginner and intermediate students are seen 5 times a week in small group, providing the 360 minutes as mandated by Part 154 in English Language Literacy Instruction. Students at the advanced level are seen for 180 minutes per week. These students are grouped according to NYSESLAT levels and/or grade level. The beginners, intermediate and advanced groups are provided with guided reading as well as writing instruction utilizing ESL strategies. The ESL instructors push-in to various classrooms to provide support for the advanced students. Classroom teachers and ESL providers articulate weekly to ensure that the ESL teacher is working on the same literacy skills and strategies as the classroom teacher.

3. Content Area Instruction

How are content areas delivered in each program?

Social Studies

During the literacy block, teachers select non-fiction texts for Shared Reading, Read-Alouds as well as for Independent Reading and Guided Reading. The language of instruction for the ESL students will be English, whereas in the Bilingual classes the determining factor will be the English Proficiency levels of the students and the TBE instructional model. Units of Study are planned to include non-fiction writing and reading and the teachers use an interdisciplinary approach. The students are required to work in groups and their tasks and assignments are project based, with the four modalities always considered and outlined. PS 62 is working towards including language objectives as well as content objectives in all lesson plans.

The curriculum is chosen to adhere to the State ESL Standards and the instruction is tailored to the levels of the ELL students. The libraries in the Bilingual classrooms are stocked with books in the students' native language (Spanish). These resources are arranged by levels as well as themes, interests and genre. Also, all mainstream classes have Spanish literature available in their libraries. Specific teaching strategies employed will be: role play, use of analogies, jigsaw learning, as well as extensive use of graphic organizers. PS 62 is focusing on adding resources that are authentic and culturally sensitive, thus providing primary documents as much as possible. Students are encouraged to share in their culture and contribute their family/country customs, so that they feel honored.

Science

PS 62 uses an inquiry approach to teaching Science. Teachers are trained in delivering hands-on lessons, where students have an

opportunity to observe, hypothesize, record, and predict information. Students will work in collaborative groups that will facilitate accountable talk. Teachers use technology such as SMART Boards to make the learning more interactive and engaging. ELLs are supported by scaffolded lessons that allow them to demonstrate their learning through real-life applications. Teachers will ensure that hand-on activities – Kinesthetic (TPR) learning events – will provide an excellent learning environment for English language learners.

Furthermore, the classrooms are equipped with charts, visual aids, tools and technology that create an interactive environment that becomes part of the learning process. The language of instruction is guided by the program model.

Math

The bilingual classrooms have both the English and Spanish editions of Every Day Math. Teachers instruct the students according to their English proficiency levels. Manipulatives and other realia are used to help students understand the mathematical concepts by focusing/grounding the learning in realistic situations. Word walls will be employed to teach mathematical terms, along with symbolic representations. Students will work in collaborative groups or in pairs to solve word problems. Teachers will scaffold instruction by presenting word problems in simpler, clearer, shorter sentences. Teachers will also present one content objective using a variety of process strands, in their efforts to scaffold the learning. The school is focusing on providing students with tasks and instruction that are differentiated and tiered to give all students an opportunity to demonstrate their mastery of the concepts.

New Comers:

New Comers are addressed by two distinct programs at P.S. 62. In the primary grades, K -2, as well as the self-contained special education classes, students have been placed in a Kindergarten/First Grade or a Second/Third Grade transitional bilingual bridge program based on the parent survey. These students receive native language instruction in all content areas as well as native language literacy instruction. ESL teachers also instruct new comers in literacy, totaling 360 minutes per week for students at the beginner and intermediate levels. Students at the advanced level require 180 minutes per week in ESL instruction. The following programs are utilized in these classrooms:

Literacy:

Reader's Workshop -Native Language:

Mini-lesson- 15-20 minutes

Guided/Independent Practice: 45-60 minutes

Share-Out- 5 minutes

English Second Language:

Mini-lesson- 15-20 minutes-Second Language

Guided/Independent Practice: 30 minutes

Insights, Imagine Learning, Computer Programs, Listening Centers

Share Out- 10 minutes

Mathematics:

Everyday Math: Native Language 60-75 minutes, AHA Math

Science/Social Studies:

Harcourt Brace/ Native Language 45 minutes

In addition, a 45 minute special provided in English is also included each day. The specials vary by class and may include; Reader's Theatre, Art, Library, Science, Social Studies, Physical Education, Technology, Reading and Writing Connection, Problem Solving and/or Math Enrichment. These classes employ ESL strategies such as TPR, repetition, vocabulary development and visual aids to insure that students are able to communicate and comprehend in English.

Long Term ELL's: N/A

Former ELL's:

Students that have achieved a Proficient Level in both Listening/Speaking and Reading/Writing on the Spring 2010 NYSESLAT are no longer required to receive ELL services. These students are considered former ELL's. Although, there is no mandate to provide services, P.S. 62 has opted to follow the progress of these students for one more year to insure that they do not have difficulty transitioning out of their previous programs. Therefore, all former ELL's are provided with extended day services, Imagine Learning, NESI After-school program, and small guided reading instruction provided by the classroom teacher. In addition, students in Grades 3-5 will continue to receive test

modifications for all NYC and NYS Assessments as outlined by the New York State Testing Memorandum.

Special Education/ELL's:

Students in the transitional bilingual self-contained special education classes and the free-standing ESL special education students are included in the same programs as the monolingual general education students. However, they also receive all mandated services as per their Individual Educational Plan. The ESL instructor goes into the classroom to provide additional support for these students during the period in which the student's IEP identifies an area of weakness. These students are also mandated for extended services and after-school. In addition, they receive AIS 5 times per week to further support their deficiencies. The self-contained classroom teachers also employ special education strategies and small group instruction. The ESL providers have also begun to create individual goals for the students based on the data which is discerned through the Imagine Learning Program. Special Education classroom teachers have also been trained in Schools Attuned, providing the teacher with a better understanding of how to deal with the different learning modalities of their students.

SIFE's:

The new SIFE identification assessment is first utilized to determine student need. Once it has been determined that the student is in need of service, academic assessments such as Teacher's College Reading Assessment would be utilized to determine the student's literacy level. A basic baseline as well as unit mathematics assessment would also be given to identify the student's strengths and weaknesses. These students while academically deficient are also unfamiliar with the social structure of formal education. Therefore, it will be necessary to provide at-risk counseling to help the student to transition into a formal school setting. The counselor after meeting with the student for several sessions would then discuss the child at the Child Study Committee to identify and implement any next steps. A parent meeting to review the child's social history would also be scheduled to better understand the student's background and open communication between the parent/guardian. Finally, each student would be given an individual plan for instruction since each case would be unique to the individual and his/her prior circumstances.

5. Targeted Interventions

At PS 62 we have several intervention programs used to support the English Language Learners. For Math, the AHA Math program, which is computer assisted, exposes the ELLs to mathematical concepts using varied, scaffolded approaches. The children use the program during extended day, as well as during the independent component of the workshop. The Every Day Math games are another aid to help ELLs integrate mathematical concepts. In ELA, we use the Wilson program to assist those ELLs with IEPs. Reader's Theatre is a research-based program that is used to develop speaking and reading ability. It is used in a small group setting during the push-in time of ESL instruction. Once again, games are part of our approach to build language. Research shows that games tap into a different part of the brain that facilitates language acquisition. Teachers directly teach vocabulary words to help students expand their word base. They then ask students to represent the meaning of these words by drawing. We conduct individual formative as well as summative reading and math assessments; confer with students, then monitor and timely revise when necessary, the intervention services.

6. Continuing Transitional Support for ELLs Reaching Proficiency

The students who become proficient continue to be supported by teachers who use proven ESL strategies to ensure continued growth. Testing modifications will remain in place for former ELL students for up to two years. If parents agree, pending space availability, the children are allowed to stay in the ESL or Bilingual settings.

These students will be given priority when developing after school programs and Saturday Academy.

7. We are continuing our work with our ELL Network Support Specialist. She is supporting us as we continue learning and growing. This year we are focusing on developing a greater understanding of available data and its implications for instruction. Also, We are taking an inquiry approach and analyzing best practices for teaching ELL. Member of the ELL Team are engaged in studies around how specific instructional strategies affect learning of Beginners and intermediate ELL students,

In order to provide more learning experiences, all of our ELL students will participate in field trips around New York City. These experiences will allow the student to acquire language through authentic activities.

8. N/A.

9. Equal Access for ELL Students

Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All our ELL students

participate in every enrichment program our school offers (e.g. music, computer lab, etc). Additionally, classrooms that hold the ELLs have smart boards, centers, and bilingual libraries. Teachers plan trips that enhance and deepen the curriculum.

10. Our school counts on a variety of materials and resources available to our staff for strategic use and according to our students' needs Technology is used on a regular basis: Smart Board, internet, software (Science, Math, and Language games), listening centers, Words Their Way, Insights, NYSESLAT workbook, etc. These tools will be used in conjunction with a rich source of instructional materials for the purpose of meeting the students' needs to expand and deepen the content area support in Spanish and English.

11. Our school supports the acquisition, maintenance, and development of students' native language. Our Spanish speaking students that are placed in TBE receive Spanish instruction in Language Arts. We formed small reading groups in Spanish in order for the students to develop a variety of reading strategies to become fluent readers in Spanish. Spanish speaking students considered new to our school system will receive academic instruction in Spanish to ensure the academic instruction and learning process continues until they become fluent English speakers. We are also offering an intensive intervention reading program to our students with limited communication skills [Estrellita] in their native language (speaking, listening, writing, and reading) to ensure students acquire and develop firm foundations in Spanish.

12. Our school makes sure that required services and resources made available for students are aligned with student needs, and that they are both age and grade appropriate; children are placed in their appropriate grade level and with their peers. Our Push-In support also goes into the classroom and works with the child's grade level teacher. Therefore, the children are receiving grade appropriate instruction.

When ordering materials the child's test scores do not dictate what is ordered. We also look at the child's age, grade and interests to ensure the students will benefit from these materials.

13. The Administrative Team, the Parent Coordinator and the ESL teacher host an orientation meeting the week before school officially starts. Parents of the newly admitted children are invited to tour the school building and attend a workshop that explains the schedules and expectation for the school year. At this session, parents are encouraged to ask questions and make suggestions.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 hererofessional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our staffing is based on the needs of our ELL population. We maintain an appropriate number of bilingual and ESL teachers, informed by parent program choice and IEPs. All of our teachers are highly qualified. In addition, our staffing includes two Push-In ESL teacher who provides support to ELL students in the mainstream classrooms. We also have AIS providers and an IEP teacher who provides AIS services to our ELLs. Our staff works under the leadership of our Assistant Principal in charge of ELL instruction and the support of our ELL Network Specialist.

Staff Development and Training

It is our goal to provide rigorous, quality instruction, to all students, which creates high-challenge and requires high-support. To reach this objective we will continue to support all of our teachers by providing them with professional development, which focuses on planning for differentiation, using data for instruction and grouping, best instructional practices, and use of technology.

The ELL Committee will provide professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. Classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time on a weekly basis. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. In addition, the Pupil Accounting secretary will be fully trained in the identification and registration process of incoming ELLs. Furthermore, all related service providers who support our Special Education ELLs will also be required to attend study group sessions which will focus on practices that help our neediest children succeed. All teachers will become knowledgeable around the new Common Core ESL Standards. The Network ELL Specialist will conduct training at our school in order for our teachers to comply with the Jose P. mandate, which requires them to attend 7.5 hours of training.

Professional Development opportunities will focus on the following areas:

- Common Core Standards

- Differentiated Instruction in Bilingual and ESL Classrooms

 - Language Development Strategies/Language Functions

 - The NYSESLAT

 - ESL Standards/The use of ESL Strategies in the Content Areas

 - NLA Instruction

 - Focus on LAP Principles

 - Alignment of Bilingual literacy instruction with the Teachers College Reading and Writing Project curriculum, including creating corresponding mentor text libraries and curriculum mapping.

 - Utilizing Data/Data Driven Instruction

 - Best Practices

 - Strategic Use of Resources

 - Planning Rigorous Curriculum

 - SMART Board Training

 - Imagine Learning

 - Insights

 - Other Scaffolding Strategies

In addition, members of our ESL/Bilingual Team regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional Professional Learning opportunities offered by the Office of English Language Learners.

Transition Support

As students move from one grade level to another, they will encounter both academic and social challenges. Our staff will be provided with professional development to support our students meet these challenges. For example, they will become familiar with the different requirements of each NYSESLAT grade band, the rubrics for each, and the proficiency levels for this as well as the ELA assessments. Our Guidance Counselor and Social Worker will also be available to provide individual and group counseling sessions to facilitate all transitions for this population.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement
 The school deems parental involvement as vital to every child's academic success. Therefore, PS 62 has set forth the goal of increasing parental involvement and parental academic advancement as an intervention tool for our children. The school has created numerous venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. For example, all communication to the parents from the school and Parents Association is in both English and Spanish. In addition, parents/guardians of beginner and intermediate students in grades K-5 have been provided with native language content area books whenever possible so parents can work with their children at home. Parents/guardians are directed to community resources by the Parent Coordinator to further assist families in bridging the gap as their children acquire the English language. Assisting the families of our English Language Learners has created an environment that is supportive and nurturing for all concerned and this collaboration eases the way for our students. This involvement will begin as early as registration when parents will go through a formal interview process in which the child's and family's background will be discussed.

Parents will be active participants in the creation/formulation of Individualized Education Plan of Instruction for their children in conjunction with the ELL Team. Parents will also participate in the formal periodic review of their children's progress, which will take place twice a year. Parents will be given the opportunity to work hand in hand with school staff to look at the child's data, be able to provide input, and to offer suggestions.

In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications.

The school will also seek out partnerships with CBOs in order to provide workshops and an afterschool program classes for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		7	10	7	5	5								34
Intermediate(I)	0	0	8	12	13	6								39
Advanced (A)	0	0	6	7	9	10								32
Total	0	7	24	26	27	21	0	0	0	0	0	0	0	105

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	8	3	5	2	2	3							
	I	0	3	4	1	3	2							
	A	0	0	8	16	11	7							
	P	1	0	6	7	11	9							
READING/ WRITING	B	8	7	10	7	5	5							

	I	0	0	5	12	13	6							
	A	0	0	7	7	9	10							
	P	0	0	1	0	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 Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6

Part IV

Assessment Analysis

Our P.S. 62 community is using the data collected during the previous year to determine student program eligibility and inform parental options. This data is also utilized to organize and place students in the appropriate models, plan instruction, and to improve student outcomes. The primary assessments are the LAB-R, English and Spanish, the NYSESLAT, NYS ELA and NYS MATH, and the TC assessments. They were administered during the 2009-2010 school year.

To that end, the ELL Committee focused on data gathering, processing and analysis. Comprised of our Network Specialists, AP for ELLs/Data Coach and teachers, the ELLcommittee will fulfill the vital role of informing programmatic decisions and professional development needs to the the community at large. Data will also be used to identify strengths and weaknesses in the ELL Program, as well as, patterns across grades both vertically and horizontally. Finally, data will be utilized to devise strategic planning, taking into account the various proficiency levels of the students. Instructional decisions such as AIS, grouping of students, participation in Extended Day Programs, planning and utilization of resources will be informed by both hard and soft data.

What is revealed by the data (aggregate modalities)?

NYSESLAT Modality Analysis

Preliminary 2010 NYSELAT score analysis supports the notion that students generally are performing higher in the Listening/Speaking modalities than in Reading/Writing in grades K-5. As students progress through the grades we see that most students reach levels of Proficient at a much faster rate in Listening/Speaking than Reading/Writing. Eventhough we see an increase in performance levels, performance in Reading and Writing does not show the same levels of gains using the same set of measurements.

This data suggests that starting at 2nd grade there should be a greater increase and focus in the areas of Reading and Writing. Increased focus on developing reading stamina, thinking skills and comprehension strategies will help students bridge the gap in Reading. As for writing, an greater focusedwill be placed on the writing process, increasing writing stamina, and project based activity aimed at developing academic writing skills, together with writing in the content areas and writing reflections in mathematics, is essential to bridge this gap. Teachers creating support systems such as modeling, setting the classroom environment to become more conducive to writing, stressing the writing process and creating writing units around student interests, will become a priority for all program staff.

As evidenced by the TC English and Spanish reading and writing assessments, the results show that Beginners fare better in their Native Language. Being cognizant of these results, the school has made the following decisions: For the early childhood grades [K, 1,2] Guided Reading/small group instruction as well as the Writing Process workshop is conducted in the Native language until the students begin to transfer their literacy skills to English.

As evidenced by standardized tests in grades 3 and 4, ELL students perform better when tested in the English Language. Based on this finding, students are instructed in English in the areas of Literacy, Math, and content area while providing NLA to support Spanish literacy skills. The school has also found that Newcomers in grades 3 and 4 fare better in their Native Language. This subgroup is further supported

through small group instruction in their Native Language.

How we intend to use Periodic Assessments:

The school will administer the periodic assessments in order to identify patterns within ELL subgroups to predict achievement in the NYSESLAT, NYS ELA as well as NYS Mathematics tests. This will allow the school leadership and teachers to identify areas of strength and areas of need. For example, the school may recognize that we are doing well in Listening, and poorly in Writing at a given time in the year. We will follow up to see if this is a trend and in what grade. The school will brainstorm and recognize effective strategies to implement, in order to address areas of deficiency.

The school will use data gathered from periodic assessments in the following manner:

A] Professional development: first, get teachers acquainted with the test structure (format), parts, time limitations, rubrics, test administrative information

B] Data analysis: teachers will identify students' individualized needs based on the 4 modalities.

Part VI: LAP Assurances

D] To look at different strategies needed that can be embedded in daily lessons, including test-taking strategies.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		