



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** INOCENSIO CASANOVA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X062

PRINCIPAL: LISA MANFREDONIA

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SUPERINTENDENT: TIMOTHY BEHR

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Manfredonia	*Principal or Designee	
Jose Camacho	*UFT Chapter Leader or Designee	
Monica Serrano	*PA/PTA President or Designated Co-President- Co-Secretary	
Elizabeth DeLeon	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	
Karmelina Compres	Member/Parent	
Fanny Black	Member/Parent	
Sylvia Robles	Member/Parent- Co-Chair	
Naila Velazquez	Member/Parent	
Maria Santana	Member/Parent	
Taramattie Ramnarain	Member/UFT Co-Secretary	
Corrine Barros	Member/UFT Co-Chair	
Layla Munson	Member/UFT	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- By June 2013, the school will close the achievement gap in the area of ELA by 10% between Students with Disabilities and general education students as measured by NYC Progress report.

### **Comprehensive needs assessment**

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

After reviewing the NYC Progress Report it was noted that there was a decrease in the number of points earned for closing the achievement gap. P.S. 62 received only 4.35 points out of a possible 16 points indicating that we must address our SWD population. In addition, our overall student performance was 29.8% according to our State Report Card with the SWD not meeting their AYP. Therefore addressing this population will insure that we not only close the achievement gap but we will increase student proficiency overall.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

**September 2012-June 2013**

#### **Activities**

- By September 2012, all self-contained special education classes in Grades 3-5 will not be multi-grade level (pending funding) to insure focused grade level instruction in all content areas.
- By September 2012, two common preparation periods for all self-contained special education classroom teachers will be provided. Teachers will meet bi-weekly to plan instruction and analyze student data.
- By September 2012, all general education teachers will identify the students in their classes that receive support services and review the IEP and/or ESL goals for their students.
- By September 2012 all support staff will meet with classroom teachers to determine a year-long articulation schedule to insure that support services are aligned to classroom instruction and the CCSS.
- By September 2012 and on-going a series of baseline and benchmark assessments will be utilized to monitor student progress, inclusive of Acuity (grades 3-5), Teacher's College Reading and Writing Assessments, Words Their Way Spelling Inventory grades K-5, as well as teacher made unit assessments.
- By September 2012, all special education students in grades 2-5 will remain for extended day utilizing a variety of programs to

address their individual needs in ratios of 1:6: AWARD decoding, Wilson, Foundations, guided reading

- By September 2012, all staff will receive professional development in utilizing Charlotte Danielson rubric to support individual pedagogy.
- By October 2012, all special education support staff will push-in to classrooms to deliver instruction when appropriate
- By October 2012, all classroom data will be analyzed to identify school wide trends and specific classroom and individual student needs.
- By October 2012, all teachers new to AWARD reading will be trained by an AWARD consultant.
- By October 2012, all teachers new to AWARD reading will complete a series of inter-visitations
- By October 2012, all self-contained special education classrooms will implement the AWARD reading program. Award reading will be integrated with Lucy Calkins/Comprehension Toolkit in grades 2-5 to insure rigorous comprehension instruction.
- By October 2012, all special education teachers will review student IEPs to insure that the goals are aligned to CCSS.
- By October 2012 all self-contained special education teachers will meet monthly to address instructional practice and IEP concerns.
- By February 2013, a Saturday Academy will be established to address writing and reading comprehension in grades 2-5. (pending funding)

In order to implement the above action plan, all staff inclusive of support staff will attend professional development as needed for the above programs. The administration, Instructional Coach, CFN 109 Instructional Specialists and consultant from AUSSIE, will be utilized to insure all staff needs are met. In addition, grade level and sub-group teacher teams will be utilized to insure that regular assessment of program and student progress, inclusive of, but not limited to: AWARD assessments, ELL periodic assessment, Imagine Learning progress reports, monthly on-demand writing, Teacher's College Reading Assessment (September, November, March, May), Spanish DRA, Running records, unit assessments, Foundations/Wilson (identified students) as well as project based activities

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional
  - Communicate with parents about supporting student progress, both academically and socially
  - Maintain a school bulletin board in both English and Spanish
  - Participate in the School Leadership Team, Parents Association informing parents about programs and resources to support student achievement
  - Conduct monthly parent association meetings
  - Encourage parents to become classroom volunteers for trips, read-alouds, special projects, family nights
  - Establish and maintain an inviting environment in the Parent Room for all parents
  - Maintain open communication with all staff members to insure the needs of the parents are being addressed

**Budget and resources alignment**

✓ Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants   Other

If other is selected describe here:

**Service and program coordination**

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to meet this goal we have opted to consolidate all of our funding sources. Therefore, we can provide the services necessary to meet the individual needs of our students inclusive of students with disabilities via the following funding sources

Title 1-SWP, ARRA, FSF, Title III, Title III Immigrant, Children First Network Support, TL IEP para/teacher, , Mandated counseling/speech, SBST , IDEA RS Para, AIDP STH, 09 C4E CTT

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, the school will increase the percentage of all students achieving at least one year of progress in mathematics by 10% as measured by the School Progress Report.

### **Comprehensive needs assessment**

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

ESCA- External School Curriculum Audit July 2012 recommendation that students write more in regard to content area.

NYS mathematics scores indicated a 10% decrease in Grade 5 mathematics and the school progress report showed a significant decline in students making progress in grades 3-5 with a large percentage of students

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- By September 2012 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 2012 a Mind Lab preparation period will be offered to all students once a week to develop critical thinking.
- By September 2012 all classroom teachers will utilize Problem Solver II as a resource for developing critical thinking.
- By September 2012 all classroom teachers will require students to complete exit slips/written explanations at the end of each lesson.
- By September 2012 all classroom teachers will utilize pre and post-test assessments for instructional planning
- By September 2012 all classroom teachers will utilize the Common Core Standards in their curriculum planning and the units of study provided by CFN 109 to insure rigorous classroom instruction.
- By September 2012, selected students in grades 2-5 will receive extended day instruction in mathematics.
- By September 2012, selected students will receive RTI for mathematics as determined by the RTI committee
- By September 2012 all 2<sup>nd</sup> and 2<sup>rd</sup> grade teachers will utilize STMath in the technology lab for 90 minutes per week
- By October 2012, all staff in grades 1-4 will utilize AHA math and Acuity (grades 3-5) for individual student support.
- By October 2012, ESL providers will push in to classrooms during math content area instruction
- By November 2012, all staff will analyze student data (ECAM grades 1 and 2) to identify patterns and trends in the grade, classroom and for individual students.
- By November 2012, individual student goals will be established and reviewed as needed, however benchmark dates January, March and May are standard.

- By December 2012, all ELLs in grades 2-5 will be offered an opportunity to attend a Saturday ESL program addressing mathematics.
- By February 2013 a special education Saturday program will begin to provide problem solving strategies in mathematics (pending funding) to all at-risk SWD.

In order to implement the above action plan, all staff inclusive of support staff will attend professional development as needed. The Instructional Coach, CFN 109 Instructional Specialists and consultants (pending funding) from AUSSIE, AHA Math and identified DOE workshops (Protraxx- pending funding) will be utilized. In addition, grade level and sub-group teacher teams will be utilized to insure that regular assessment of programs and student progress, inclusive of, but not limited to: EDM, Problem Solver II, Acuity (November and January) E-CAM grades 1 and 2 (October/March) as well as teacher made assessments are in place.

**Strategies to increase parental involvement**

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional
  - Communicate with parents about supporting student progress, both academically and socially
  - Maintain a school bulletin board in both English and Spanish
  - Participate in the School Leadership Team, Parents Association informing parents about programs and resources to support student achievement
  - Conduct monthly parent association meetings
  - Encourage parents to become classroom volunteers for trips, read-alouds, special projects, family nights
  - Establish and maintain an inviting environment in the Parent Room for all parents
  - Maintain open communication with all staff members to insure the needs of the parents are being addressed

**Budget and resources alignment**

✓ Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants \_\_\_\_\_ Other

If other is selected describe here:  
STMath grant via CFN 109

**Service and program coordination**

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). In order to meet this goal we have opted to consolidate all of our funding sources. Therefore, we can provide the services necessary to meet the individual needs of our students inclusive of students with disabilities via the following funding sources  
Title 1-SWP, ARRA, FSF, Title III, Title III Immigrant, Children First Network Support, TL IEP para/teacher, , Mandated counseling/speech, SBST , IDEA RS Para, AIDP STH, 09 C4E CTT

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, 100% of staff will utilize the Charlotte Danielson Effective Teacher Rubric in order to improve teacher effectiveness and identify two goals for professional development as measured by their individual professional development plan.

#### **Comprehensive needs assessment**

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

This is a NYC initiative to increase teacher effectiveness. In addition, this tool will enable all staff members to identify areas that they want to improve upon. The school wide focus should improve overall teacher effectiveness which will lead to an increase in student proficiency in ELA as well as the content area. As a school it was determined through a school wide needs assessment that teachers need additional support with their ability to analyze student data to plan for targeted instruction. They are also requesting support in the area of effective questioning techniques. Therefore, we have determined that professional development in the use of the Charlotte Danielson Effective Teacher Rubric will support our efforts.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- By September 5<sup>th</sup>, 2012 all staff will be familiar with the Citywide Instructional goals for 2012-2013 presented at the Chancellor's Professional Development Day
- By September 5<sup>th</sup>, 2012 all staff will review the rubric for **1e**: Designing coherent instruction, **3b**: Using questioning and techniques and **3d**: Using assessment in instruction.
- By November 2012 all staff will identify two goals aligned with the Charlotte Danielson rubric.
- By November 2012 all staff will meet with an immediate supervisor to outline their professional development for the 2012-2013 school year.
- By January, April and June 2013 ( more if necessary)all staff will meet with an immediate supervisor to determine progress towards professional development goals.
- By November 2012-June 2013 all formal/informal observations will reflect progress toward professional development goals.

In order to implement the above action plan, all staff inclusive of support staff will attend professional development as needed. The administration, Instructional Coach, CFN 109 Instructional Specialists and consultant from AUSSIE, will be utilized to insure all staff needs are met. In addition, grade level and sub-group teacher teams will be utilized to insure that all staff are working towards a common language in regard to teacher effectiveness.

**Strategies to increase parental involvement**

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional
  - Communicate with parents about supporting student progress, both academically and socially

**Budget and resources alignment**

✓ Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA     X   Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to meet this goal we have opted to consolidate all of our funding sources. Therefore, we can provide the services necessary to meet the individual needs of our students inclusive of students with disabilities, temporary housing and ELLS via the following funding sources

Title 1-SWP, ARRA, FSF, Title III, Title III Immigrant, Children First Network Support, TL IEP para/teacher, , Mandated counseling/speech, SBST , IDEA RS Para, AIDP STH, 09 C4E CTT

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

*By June 2013 all students will have completed a minimum of two tasks aligned to the common core that asks them to read and analyze informational texts and write opinions and arguments in response, as well as at least one task in mathematics that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.*

### **Comprehensive needs assessment**

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

This goal is aligned with the NYC initiative to align the CCSS with our curriculum. It was determined that utilizing the CCSS aligned task in 2011-2012 was supported teacher teams in aligning the curriculum. The staff agreed that they would continue to use CCSS tasks for all ELA and Math units in the 2012-2013 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- *By September 2012 all staff will have access to the Common Core Standards.*
- *By September 2012 all staff will insure that they are utilizing the literacy maps developed for the 2012-2013 school year which are CCSS aligned and provide opportunity to complete common core aligned tasks.*
- *By September 2012-June 2013 teachers will utilize literacy materials that address both fiction and non-fiction.*
- *By October 2012 all classroom teachers will implement the first math unit developed by CFN 109 aligned with common core and task based.*
- *By October- November 2012 all teachers will analyze data to determine effectiveness of math unit and student mastery.*
- *By November 2012-June 2013 teacher teams will meet to revise and edit existing literacy and math units of study to determine effectiveness.*
- *By November 2012-June 2013 teacher teams will meet to analyze student work in order to revise and edit units of study and literacy and math tasks*

In order to implement the above action plan, all staff inclusive of support staff will attend professional development as needed. The administration, Instructional Coach, CFN 109 Instructional Specialists and consultant from AUSSIE, will be provide the resources to insure that all staff are able to determine effective ELA and math tasks.

### **Strategies to increase parental involvement**

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Offer Parent Training Workshops: Common Core Standards ELA and Math Assessment changes
  - Maintain a school bulletin board in both English and Spanish
  - Support District, ISC and Network committees
  - Participate in the School Leadership Team, Parents Association

- Maintain open communication with all staff members to insure the needs of the parents are being addressed

**Budget and resources alignment**

✓ Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I  X  Title IIA  X  Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here:

ARRA  
C4E  
AIDP

**Service and program coordination**

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to meet this goal we have opted to consolidate all of our funding sources. Therefore, we can provide the services necessary to meet the individual needs of our students inclusive of students with disabilities, temporary housing and ELLS via the following funding sources

Title 1-SWP, ARRA, FSF, Title III, Title III Immigrant, Children First Network Support, TL IEP para/teacher, , Mandated counseling/speech, SBST , IDEA RS Para, AIDP STH, 09 C4E CTT

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

By June 2013, parent involvement in school related activities will increase by 8% as evidenced by attendance documentation.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - The 2011-2012 Learning Environment Survey indicated an increase in parent satisfaction in all 4 categories. This was a direct result of the focus placed on parent involvement due to a decrease in satisfaction in 2010-2011. After reviewing parent responses and providing a needs assessment at the beginning of the 2012-2013 school year it was determined by the SLT that we should continue on our path since parent satisfaction increased and the number of parents participating in school activities increased.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.
- By September 2012, a parent needs assessment will be distributed by the Parents Association to determine parent concerns and topics for workshops for the 2012-2013 school year.
- By September 2012, a parent committee sign-up sheet will be distributed to identify all committee members.
- By September 2012, a schedule of parent association meetings will be established for the school year.
- By September 2012, a schedule of P.S. 62 sponsored parent workshops and activities will be established by outreaching to CBO's.
- By September 2012, 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 2012, the parent translation policy will be distributed.
- By September 2012, the parent policy and compact will be distributed to all members
- By September 2012-June 2013, all parent communications will be provided in both English and Spanish
- By September 2012-June 2013 a monthly calendar will be provided by the Parent Coordinator to insure that all parents are aware of all school activities and parent workshops.
- By September 2012-June 2013, 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 October 2012- June 2013, parent volunteers and learning leaders will volunteer in K-5 classrooms, providing at least one period per week of support.
- By November 2012, a P.S.62 website for parent communication will be established by the Parents Association, in conjunction with

the parent coordinator and maintained by the P.S. 62 webmaster.

**Strategies to increase parental involvement**

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Offer Parent Training Workshops: Academic, Enrichment, Self-Improvement, Social/Emotional
  - Communicate with parents about supporting student progress, both academically and socially
  - Refer parents to outside resources as necessary
  - Maintain a school bulletin board in both English and Spanish
  - Support District, ISC and Network committees
  - Participate in the School Leadership Team, Parents Association
  - Conduct a yearly Parent's Association election for the executive board
  - Conduct monthly parent association meetings
  - Create Ad-Hoc Committees as needed
  - Encourage parents to become classroom volunteers for trips, read-alouds, special projects, family nights
  - Establish and maintain an inviting environment in the Parent Room for all parents
  - Provide fund-raising opportunities for parents to support school wide activities to promote the concept of parents as partners, as well special student activities
  - Maintain open communication with all staff members to insure the needs of the parents are being addressed

**Budget and resources alignment**

✓ Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I     X   Title IIA     X   Title III   \_\_\_\_\_ Grants     X   Other

If other is selected describe here:

TL Parent Coordinator

TL Parent Coordinator OTPS

**Service and program coordination**

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to meet this goal we have opted to consolidate all of our funding sources. Therefore, we can provide the services necessary to

meet the individual needs of our students inclusive of students with disabilities, temporary housing and ELLS via the following funding sources.

Title 1-SWP, ARRA, FSF, Title III, Title III Immigrant, Children First Network Support, TL IEP para/teacher, , Mandated counseling/speech, SBST , IDEA RS Para, AIDP STH, 09 C4E CTT

In addition, Title I (1%) setaside for parents enables the school to provide the resources necessary for parent outreach as well as materials to support their efforts to support their children at home. The PREK funding also enables parents to become part of the school community.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations, guided reading, Wilson, AWARD Imagine Learning	Small group/1-1	During and afterschool
Mathematics	Scotts-Foresman	Small group/1-1	During and afterschool
Science	Foss Kits	Small group	During the school day
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker	Small group and 1-1	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- In order to insure that P.S. 62 attracts and maintains highly qualified teachers we:
  - Attend NYC teacher recruitment fairs/Teach For America
  - Utilize our instructional coach and administration team to work with all teacher teams to provide the support necessary to implement effective classroom instruction in all content areas. In addition all administrators work with identified grades and teachers to provide additional support.
  - Provide all staff with an opportunity to attend additional workshops provided by CFN 109, as well as workshops provided by the Office of ELLs and special education.
  - Use the Charlotte Danielson rubric to insure that all staff are able to identify areas that they want to address to improve their overall effectiveness.
  - provide an AUSSIE consultant to insure all staff are receiving pertinent professional development in the area of literacy.
  - Develop partnerships with outside organizations such as:
    - Morningside Center to address the Social Emotional Needs of students and staff
    - NYCGrows
    - Eat Well Play Hard
    - Learning Leaders
    - World Vision

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE  
*P.S. 62 Parent Involvement Policy*  
**2012-2013****

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

### III. **Student Responsibilities:**

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

### ***P.S. 62 Parent Compact 2012-2013***

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>062</b>
School Name <b>PS 62 Inocensio Casanova School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Lisa Manfredonia</b>	Assistant Principal <b>Elias Ortiz</b>
Coach <b>Jessica Russo</b>	Coach <b>Diana Martin</b>
ESL Teacher <b>Jose Camacho</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Richie Rodriguez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>John Lawrence</b>	Parent Coordinator <b>Yudis Chavez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>Caterina Di Tillio, Deputy N.L</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>730</b>	Total Number of ELLs	<b>113</b>	ELLs as share of total student population (%)	<b>15.48%</b>
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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. 

P.S 62 is an urban Title 1 school located in the South Bronx in District 08, servicing students in Pre-K to 5. The student population is comprised of 80% Hispanic, 19% Black and 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 3rd/4th grade bridge class and 1 Transitional Bilingual 12:1:1 Special Ed 4th /5<sup>th</sup> bridge class. 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 by the ESL Provider, whom is also available to assist parent in filling of the HLIS. If the child is eligible for testing, the LAB-R is administered the same day of registration(Spanish LAB-R same day or within 10 days) by the ESL Provider. The child is then briefly interviewed orally in English and/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 must 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. In order to ensure that all children who are eligible/entitled take the NYSESLAT in the Spring, we utilize ATS reports such as the RLAT. At the beginning of the year the Assistant Principal, the ESI provider and the ESL Coordinator create a list of all ELLs in the school to ensure that all eligible students are tested. This list is continually updated as new eligible children register through the year. This list is also utilized to provide us information of modifications for other state tests. A memo is then drafted and sent to all the staff member for revision and to ensure that all our ELLs are included. The memo also details dates, times, locations and general testing procedures for each modality of the NYSESLAT(Speaking, Listening, Reading, & Writing)

#### 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 the same day children are registered:

- When parent first come to register and eligibility is determined parents are made aware that their children are eligible for services and that they have 3 program choices.
- Parents then watch the Program Options Video, which has been set up in the parents room, adjacent to where registration takes place.

- ESL Coordinator/Parent Coordinator/ELL Supervisor conduct an initial parent orientation. Parents are given further explanations and are given the opportunity to ask questions regarding the 3 program models and approaches of each program. Information is shared about the TBE program, the Dual Language program, and ESL.

#### 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. After watching the video and going through orientation, parent are given the Parent Survey and Program Selection Form. Upon completion, parent are given an entitlement letter and the children are placed in the correct setting the same day of registration. Copies of all pertinent documents (HLIS, Parent Survey, Program Selection Form, and Entitlement Letters) are copied and stored in an ELL Intake Binder by child.

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 grades K-5 and Transitional Bilingual Education in grades 3, 4, and 5.

In order to ensure that parents are aware of placement of ELLs who had been identified, the school sends Continued Entitlement letters to all parents of ELLs at the beginning of the year. As explained during registration, research suggests that placement remain consistent within a program model; for this reason, parents of children who chose ESL in the prior year will receive a continued Entitlement Letter for ESL and if the child was in a TBE class in the prior year, he/she will get a Continued Entitlement Letter for Bilingual. The school ensures that Entitlement letters are distributed by mailing a copy and sending a copy home with each child. Additionally, a copy is placed in the ELL Binder along with each individual child's documents.

#### 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. It has also been noticed that although the numbers of new admits and their demographics have virtually remained the same, the need for ESL/TBE has diminished because most children are passing the LAB-R. For example, out of 23 children tested in Kindergarten, only six did not meet the LAB-R benchmark.

#### 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. Programs offered at our schools are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	1	2	1								4
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	5	5	5	5	3	3								26
<b>Total</b>	5	5	5	6	5	4	0	0	0	0	0	0	0	30

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	34
SIFE	1	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	1

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	14			12			0			26
Dual Language										0
ESL	46		16	15		9	1			62
<b>Total</b>	<b>60</b>	<b>0</b>	<b>16</b>	<b>27</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>88</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				10	11	5								26
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>26</b>						

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	15	11	11	18	25								86
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>6</b>	<b>15</b>	<b>11</b>	<b>12</b>	<b>18</b>	<b>25</b>	<b>0</b>	<b>87</b>						

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At PS 62 we use two organizational models to support our ELL population: Freestanding ESL(Push-In) and Spanish Transitional Bilingual classes. The program models are TBE Special Ed Classes( 4/5<sup>th</sup> Bridge) and TBE Gen Ed Bilingual(3/4 Bridge) 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-R is 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. 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 available 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

## A. Programming and Scheduling Information

### 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 daily. The Esl Providers have organized their schedules based on grade level and Proficiency levels in the NYSESLAT in order to ensure that all children receive the mandated number of minutes. For example, the ESL provider have scheduled a total of eight 45-minute periods in the week for ELLs who are beginners and intermediates, providing the 360 minutes as mandated by Part 154 in English Language Literacy Instruction. Students at the advanced level receive a total 180 minutes per week (4 periods a 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.

How are instructional minutes delivered?

Literacy: (3/4 TBE Bridge Class)

Reader's Workshop -Native Language

Mini-lesson- 15-20 minutes

Guided/Independent Practice: 20-25 minutes

Share-Out- 5 minutes

ELA(English Second Language Strategies are infused)

Mini-lesson- 15-20 minutes-Second Language

Guided/Independent Practice: 30 minutes

IMAGINE learning, Listening Centers

Share Out- 10 minutes

Mathematics: (3/4 TBE Bridge Class)

Everyday Math: Native Language 60-75 minutes

Science/Social Studies: (3/4 TBE Bridge Class)

Harcourt Brace/ Native Language 45 minutes

In addition, a 45 minute special/enrichment period provided in English is also included each day. The specials vary by class and may include, Visual/Performing Arts, Library, Science, Social Studies, Physical Education, Technology, 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. In addition, All TBE and ESL classes infuse ESL strategies throughout their day in all subject areas.

### 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.

## A. Programming and Scheduling Information

The curriculum is chosen to adhere to the New York State Social Studies and 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. In addition, the school has two science LABs to provide further support and experiences for our ELLs. Class trips are also an important part of the science program at our school.

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. For example, Children in the 3/4 bridge class will be serviced by the classroom teacher and another Bilingual licensed teacher and will receive math instruction in Spanish. 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. The ESL providers also push in during the math block in order to provide our children with additional scaffolds as a way to support their learning. New comers also receive additional support in their native language by a Spanish teacher who pushes in during the math block in the 3/4 bilingual bridge class. The AHA Math software in both English and Spanish is also used for individual and small group support in the classrooms.

#### 4. How are ELLs evaluated in the native language

At p.s. 62 we ensure that all ELLs are appropriately evaluated by a bilingual Spanish pedagogue by using the Spanish LAB-R and the TC Spanish Reading Assessments. We are actively seeking other assessment tools to measure Spanish proficiency as well. Also, Teachers conduct both formal and informal assessments in the classrooms such as baseline writings. For those other languages where a pedagogue that speaks that language is not available we reach out to other schools, parents, and the translation services to provide us with native language assessments.

#### 5. Differentiating instruction for ELL subgroups

New Comers are addressed by two distinct programs at P.S. 62, TBE In the grades 3 and 4, as well as a 4<sup>th</sup>/5<sup>th</sup> bridge self-contained special education class. These students receive Native Language Instruction as well as native language literacy instruction support. the school has made the following determination based on available data and students proficiencies. The 3/4 Bilingual Classes follows a 50/50 TBE program model where subject areas are taught in the native language. Students receive Literacy instruction in English. children at the Beginning and/or Intermediate level also receive Guided Reading in Spanish. ESL Strategies are infused throughout the day in all subjects. Math, Science, and Social Studies are taught in the native language. AHA Math Software is used for small group instruction in both English and Spanish. When children increase their proficiency as evidenced by formal and informal assessments a transition will be made

## A. Programming and Scheduling Information

into a 40/60 or 75/25 model. The 12:1:1 bridge class is following an 80/20 model. ESL teachers also instruct newcomers in literacy, totaling 360 minutes per week for students at the beginner and intermediate levels. Students at the advanced level receive 180 minutes per week in ESL instruction.

The following approaches, programs, and materials are used to differentiate instruction for our English Language Learners.

- Reader's Workshop -English With Guided Reading Support in Spanish in TBE 3/4 bridge class
- Push-ins by ESL Teachers
- AHA Math in English and Spanish, Imagine Learning, AWRADS Reading Program in CTT and 12:1:1 Classrooms with ELLs, Listening Centers, etc.
- Math Workshop in the Native Language 60-75 minutes, Acuity, small group instruction
- Science/Social Studies:  
Harcourt Brace/ Native Language 45 minutes

In addition, a 45 minute enrichment period provided in English is also included each day. The enrichment activities vary by class and may include; Visual and Performing Arts, 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.

ELL Students 4-6 years:

The students that are in need of extended services are provided with specific instruction identified by the 4 strands of the NYSESLAT in addition to the programs that the new comers receive. Imagine Learning, Saturday Ell Academy, and small guided reading instruction, and RTI services based on need. The programs include Language Program which addresses deficiencies in decoding or guided reading instruction for reading comprehension provided by AUSSIE trained specialists. The New York City Acuity program also provides additional support as it targets specific areas of concern and provides independent practice in the targeted area. All 4-6 year ELL's are given mandated support during the Extended Day program, utilizing a variety of programs, including Great Leaps and Readers Theater to address fluency and Critical Reading for comprehension. These Ells will be invited to participate in small classes which provide language development oportunities both in English and the Native Language. It will also provide test preparation strategies in both Literacy and Mathematics. Materials include Reader's Theater, Santillana Materials, authentic libraries(Spanish and English), and the Non-Fiction Writing and Mathematics Kits from Sussman Sales.

Long Term ELL's:

In order to ensure that our long-term ELLs are properly serviced and develop to their full potential, we will provide them with supplemental services as needed. We carefully monitor the academic growth of these particular students through systematic data analysis and when appropriate file for an Extension of Services.

The school will continue to address students' needs by providing a more targeted approach. This approach will be aimed at helping students overcome the language barrier. The school will extend RTI services to these children on an individual basis and based on each individual student's proficiency level. These students will participate in all Title III funded activities in the school. Specific focus will be placed on this subpopulation during ELL meetings. Teachers will share their experiences with each individual student.

To supplement the mandated ESL or TBE program, the following supports are in place to meet the specific needs of this sub-group:

- Small Class Size
- Extended Day
- Imagine Learning
- AHA Math (English and Spanish)
- Dictionaries and other resource materials and equipment designed to meet the needs of ELL students
- Response To Intervention
- Professional development for teachers which focuses on ESL strategies, scaffolding, and methodologies to incorporate into content area instruction
- Interim Assessments to assess growth and language development

## A. Programming and Scheduling Information

For those students who reach English language proficiency, as determined by the NYSESLAT, we continue to monitor and support through Extended Day and Technology to support language acquisition and fluency.

### Former ELL's:

Students that have achieved a Proficient Level in both Listening/Speaking and Reading/Writing on the Spring 2011 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, 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 RTI 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 will have Individual Action Plans based on their needs in order to provide the them with a better understanding of how to deal with the different learning modalities of their students.

### SIFE's:

Once a student has been identified as a SIFE and determined that the student is in need of service, academic assessments such as Teacher's College Reading Assessment would be utilized to determine the students literacy level. A basic baseline as well as unit mathematics assessment would also be given to identify the students' strengths and weaknesses. These students while lacking academic skills 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 ELL 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. This plan would address the social needs along with the academic. teachers will utilize multi-media and mulit-odal approaches in their methodology.

6. The staff at our school has received and will continue to receive PD targeting being able to distinguish language acquisition and learning disability. The school based support team has conducted workshops in identifying possible learning disabilities. The ESL teachers in accordance with the Jose P. Law are developing capacity with all teachers, including cluster teachers, around specific and effective ESL strategies that target that language acquisition. All students have equal access to the general curriculum with extensive support such as use of multimedia tools, graphic organizers, pair texts, etc.

7. Interdisciplinary grade meeting are held to look at student work to determine student strengths and to plan instruction, modify curricula, as well as to strategically plan Team Teaching and project based learning.

## Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	1	Bridge 3/4 class Social Studies	Spanish
Social Studies:	1	Bridge 3/4 TBE Class Science	Spanish
Math:	1	Bridge 3/4 TBE Math	Spanish
Science:	1		

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

### 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 Everyday Math games are another aid to help ELLs integrate mathematical concepts. In ELA, we have the Foundations program available to assist those ELLs with IEPs. Reader's Theater 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. In Science, the school has two science labs accessible to ELLs. Science experiments and project-based activities have been planned and are consistently revised to address the needs of the ELL Population. In social studies, teachers utilized trade books and projects to deliver instruction and to assess students. Students also have access to the school's library and the computer room to conduct research about topics studied in class. The school offers intervention in the Native Language through small group instruction and support for new comers and ELLs who will benefit from Spanish Instruction. This service is provided by our bilingual teacher.

Data collection is vital when making decisions around how to best service our ELLs. Every grade has built-in Pre and post units assessments in every subject area for all units of study. Teachers use this data to revise their plans and create interventions to address the needs of all students, including the ELLs. In addition, teachers conduct formative and summative reading and math assessments; confer with students, then monitor progress and make revisions when necessary. Other data streams such as Periodic Assessments, LAB-R Scores, and NYSESLAT Scores are used to help us better serve our ELLs.

### 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.

### Programs of Improvement

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/approaches affect learning of Beginners and Intermediate ELL students. Also, these strategies/approaches (i.e. Literature Circles) will be extended this year in order to effectuate improvement in language acquisition in all levels, but particularly with the advanced students so that they may become proficient.

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.

11. N/A.

12. 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. Visual and performing Arts, Science, Technology, etc). Additionally, classrooms that hold the ELLs have smart boards, centers, and bilingual libraries. In order to enhance the curriculum and provide equal access to our Ells, teachers plan trips to provide real life experiences that enhance the curriculum. All ELLs have equal access to the school's Computer Lab and Science Labs. as well.

In order to further support our Ells PS 62 has utilized Tittle III to fund a Saturday Academy for ELLs from November 2011 to March 2012. The academy will address the needs of New Comers, Beginners, Intermediate, and Advanced Students as per NYSESLAT/LAB-R results.

13. Our school counts on a variety of materials and resources available to our staff for strategic use according to our students' needs. Technology is used on a regular basis to deliver instruction and to make learning more interactive. Additionally, our school utilizes resources such as Smart Boards, Elmos, The internet, instructional software, The Awards Reading Program, listening centers, Word Study programs such as Words Their Way and Foundations, Critical Reader, NYSESLAT workbooks, 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.

Additional Materials used for various subgroups are:

- Foundations: for ELLs who are also Special Ed and/or struggle with phonics
- The Awards Reading Program: Use in 12:1:1 classes with Ells Students, including the 4/5 Bilingual Special Ed. Bridge Class
- Imagine Learning: Utilized for All Ells in both bilingual and ESL Classes
- Critical Reading: Use for Advance Ell students during Extended Day
- English at Your Command for ESL small group instruction
- AHA Math(English and Spanish): Interactive Web-based math manipulatives and softwared that address specific students needs

14. Our school supports the acquisition, maintenance, and development of students' native language based on the students' proficiency levels. 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. Additionally, all classrooms with ELLs students have Spanish libraries to support the native language.

15. 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. Resources are ordered and allocated as per children's needs.

16. Prior to the beginning of the year, registration packets are prepared to facilitate the registration process. All documents pertinent to the Ell Intake process are prepared, orientation meetings are planned, agendas created, and the video are set up for the parent orientation. An overall plan is formulated and/or revised where team member are assigned specific roles.

17. N/A

### 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)?

N/A

## 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.

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 have a Spanish teacher that provides support to our ELLs in TBE classes. We also have RTI providers and an IEP teacher who provides RTI services to our ELLs. In Addition, we have a Spanish Psychologist, a Spanish Social Worker, and a Spanish counselor who provides support 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, including the occupational therapist and Speech Therapist, 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 assistant principal has attended and will continue to attend professional development workshops offered by the Office of Language Learners.

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. Agendas of meeting and attendance sheets will be kept on file in order to keep records of training hours. Additionally, copies of Certificate of Completion will also be kept on file (PD Binder), in the principal's office, when teachers attend PD outside of our school.

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
- AWARDS Reading
- Imagine Learning
- Insights
- Critical Reader
- AHA Math

## Problem Solver II 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?

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. Other languages accommodations are made when needed. In such cases, staff members and/or Translation Services is contacted to provide translations. 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. In order to evaluate the needs of parents the Parent Association host periodic meetings where the PA President, The Parent Coordinator, and Principal/AP are present. Parents are given the opportunity to make suggestions and requests. Also, Parents' needs are further evaluated during the SLT Committee Meetings as parents are a vital part of the committee. Among the opportunities requested and provided by the school for parents are:

- PA Meetings
- SLT Meetings
- Parent Volunteers
- Instructional Workshops for Parents: Curriculum Nights, etc.
- CPR Classes
- ESL Classes for Parents
- Learning Leaders: Parent providing support both in the classrooms and in the cafeteria
- Kindergarten and 5<sup>th</sup> Grade Graduation

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. This will be accomplished through Monthly Curriculum Nights/Workshops for families in ELA and Math.

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. The school also benefits from the support of learning leaders who work directly with the students in the classrooms as mentors and tutors.

## 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)	6	11	4	7	9	5								42
Intermediate(I)	0	2	5	5	6	7								25
Advanced (A)	0	0	0	6	12	16	0							34
Total	6	13	9	18	27	28	0	0	0	0	0	0	0	101

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	9	2		26
4	12	12	2		26
5	7	13	0	0	20
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	9	3	12	1	1	0	0	0	26
4	6	1	13	1	6	0	1	0	28
5	3	3	14	0	3	0	0	0	23
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	2	4	7	2	15	0	4	0	34
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8		4	03				
Chinese Reading Test								

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

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

**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. In order to assess the proficiency levels in the native language the school utilizes various data streams. We use this data to inform us of each child needs in the native language and helps us in formulation intervention plans for children. Upon registration and when applicable, studnets are given the Spanish LAB-R test which helps us identify students early literacy skills in the lower gardes. This tool also helps us measure students' proficiency in the native language in the other grades. We also utilize TC Spanish Reading Assessment for the same purpose. We utilize this data to formulate additional interventions for individual studnets. For instance, after conducting initial assessments of new admits, the school has determined that our Grade 3/4 Bridge class will benefit most if Mathematics is taught in the Native Language. Additionally, Spanish Guided Reading support has been put in place for ELLs in upper grades with low levels of language proficiency in Spanish.

To that end, the ELL Committee focused on data gathering, processing and analysis. Comprised of our Network Specialists, AP for ELLs/Data Specialist and teachers, the ELL committee 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 RTI, 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 LAB-R scores analysis suggests that most students score as beginners across the grade levels. Data also suggests that students score better in the listening/Speaking modalities than in the Reading/Writing Modalities. This discrepancy also grows between grade bands.

Preliminary 2011 NYSELAT score analysis continues to support 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. Even though 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. The gap begins to narrow when children are tested at the end of grade 2.

This data suggests that starting at 1st grade there should be a greater emphasis placed 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, a greater focus is being placed on the writing process across the grades, 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. Also, a greater emphasis has been placed in vertical articulation between grades to discuss trends and next steps. For instance, Teachers creating support systems such as modeling, setting the classroom environments to become more conducive to writing, stressing the writing process and creating writing units around student interests and Common core Expectations, have become priorities 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: New comers will receive small group instruction in Native Language Arts and Math instructional support in the native language. Additionally, the 3/4 bilingual bridge class will also receive Guided Reading/small group instruction as well as Math instruction, incorporating writing reflections, in the Native language until the students begin to transfer their literacy skills to English.

As evidenced by standardized tests in grades 3, 4, and 5 ELL students performed better when assessed in the language of instruction. At PS 62 we have noticed that in content areas (math/Science), students performed better when tested in the language that they are instructed due to content area terminology, phrasing, etc. For instance, Spanish dominant students who were instructed in English in Math/Science and tested in Spanish performed lower than their counterpart when tested in the language they were instructed. For example, in grade 3-5 ELL students were provided math instruction in English. Data revealed that out of 12 students tested in Spanish only 2 obtained a level 2 or higher in the standardized math test. Data also shows that students at the intermediate/advanced levels who received Math instruction in English and tested in English performed better than if tested in Spanish. This is a pattern across grade levels. These findings are further supported in with the Special Ed bilingual classes that were tested in Science and Math in 2010-2011.

The school has made a conscientious effort to align students' needs as revealed by the data and the language of instruction. For instance, The 4/5 12:1:1 Bridge class gets content instruction in English while the Bilingual 3/4 Bridge class receives Content instruction in Spanish. We have utilized this data to align the language of instruction with the needs of the students in our bilingual classes.

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 NYSELAT, 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 limits, rubrics, test administrative information

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

C]. Cross reference different assessments, data sources, and how to merge them to better inform our instructional decision and planning.

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

E] Identify strengths and weaknesses in the four modalities in order to implement and create different activities within the classroom setting (centers, small group targeted intervention, task cards).

What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

A] After carefully analyzing the results of the Periodic Assessments, we have learned that both resources and instruction must be monitored, because not all children make consistent growth, even though they may initially be in the same proficiency level.

B] The Native Language is used to develop literacy skills and content knowledge in grades K-2 while in grades 3, 4 and 5 it is used to maintain and develop literacy skills in the native language.

5. Measuring program success.

The success of our ELL programs will be measured through:

- Setting interim benchmarks for student performance
- Increase in proficiency levels within modalities
- Performance on standardized tests
- Increase in reading levels as measured by TC assessments,
- NYSESLAT results
- Teacher conference notes
- Formal and informal observations

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08X062** School Name: **Inocensio Casanova**

Cluster: **1** Network: **109**

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

**Part A: Needs Assessment Findings**

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

In order to assess if we are providing timely and appropriate information to our parents the following methodologies are in place:  
Parent translated letter file is kept on record with date of distribution on letter.  
School Report Card demographics indicate a need for spanish transtation only. All school and grade level communication is sent to translator for spanish translation. Afterschool hours for translator identifies services rendered.  
Parent translators are utilized for both day and evening Parent Teacher conferences in November/March. Time cards identify the number of translators and the services rendered.  
Bilingual secretaries, parent coordinator and Parent Association Executive Board are available daily to assist parents in need of translation services.

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.

The parents have been notified of translation services, via posters and oral communication from Parent Coordinator, as well as receiving the translated letters.

## Part B: Strategies and Activities

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

All staff are provided with the in-house school translator's email account as well as mail box. All written communication can be given to the translator with a 24 hour turn-around for completed services. In addition, materials that need immediate translation are completed by school payroll secretary and/or Parent-Coordinator.

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.

Parents are assisted in the main office by 2 bilingual secretaries and 1 bilingual family worker. Parents and/or teachers may request a translator for all oral communication inclusive of phone conferences. Parent volunteers, bilingual social worker and Parent Coordinator are utilized depending on the confidentiality of the conversation as well as parent request.

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>.

P.S. 62 will comply with Section VII of Chancellor's Regulation A-663 by distributing parent notification letters in both English and Spanish in September to insure that all parents are aware of the rights. The translated and English versions of a posted sign identifying Spanish translation services is posted in the main lobby and main office of the P.S. 62.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Inocensio Casanova	DBN: 08X062
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This year a Saturday Academy addressing 40 students in grades 3-5 will be provided. This program will address both ELA and Mathematics. 1 licensed ESL/Bilingual teacher will work with 2 general education teachers for two hours during the math block of the program. The Assistant Principal in charge of our bilingual/ESL program will supervise. The main goal of the program is to serve students across all proficiency levels in the 4 strands of the NYSESLAT as well as develop academic language in the content areas. The program will be for 5 weeks in Winter 2013. A total of 5 classes will be scheduled for 4 hours each Saturday. The program will utilize Singapore and Terc math to develop content vocabulary and understanding, which is a hands on approach to teaching Math concepts. The ESL provider and General education teacher will work in collaborative setting during this portion of the program. The literacy program will address listening and speaking by incorporating Reader's Theater to improve fluency and vocabulary development as well as provide opportunities for students to recite. The 3-5 students will use a combination of Voyager to address decoding and Time For Kids Non Fiction kits for reading and writing.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In order to support all staff as they address the needs of our ELL students, a combination of professional development activities will be provided. Teachers that are working with the Saturday program will be trained by Mr. Ortiz, Assistant Principal, a licensed bilingual teacher to insure that all lessons are aligned to the CCSS and ESL standards, as well as delivered with ESL strategies to support student learning. In addition, they will meet with the ESL teacher as a study group to support their instruction utilizing Teaching Reading to English Language Learners by Margarita Calderon. In addition, an AUSSIE consultant will work with all grades to insure that the curriculum is aligned to the CCSS in both literacy and math as well as insuring that all lessons incorporate differentiated tasks to meet the needs of all learners. Finally, the ELL institute, comprised of the 2 ESL teachers, 2 Bilingual classroom teachers, the Assistant Principal and the CFN 109 deputy leader meet bi-weekly to address data analysis, planning and teacher support. This team works with various grade levels and/or individual teachers to provide ESL strategies that can be implemented during classroom lessons. The Monday Extended Day professional

### Part C: Professional Development

development time is being utilized by the team.

?????

### Part D: Parental Engagement Activities

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

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

Begin description here: P.S. 62 will provide parents of ELLs with a series of evening workshops presented by the P.S. 62 staff developer, ESL coordinators and classroom teachers to develop strategies for the parents to work with their children at home, understand grade expectations as well as how to support the school.

There will be a total of 6 workshops in the fall/winter and 2 in the spring. All workshops are for parents and students together. In order to notify parents of upcoming events, letters will be sent in both English and Spanish. The workshops will be conducted with a Spanish translator available for ELL parents.

Workshop titles:

- Understanding the state requirements for Grades 3-5 testing program/ARIS
- Understanding the Common Core Grades K-5
- Make and take workshop to support literacy in grades K-5
- Make and take workshop to support mathematics in grades K-5
- Make and take workshop to support science in grades K-5
- Preparing for summer: Activities to engage the children and family outings that provide background knowledge in the content areas

In addition to these evening workshops the Parents Association and school based coach will offer monthly daytime workshops inclusive of academic as well as social emotional issues.?????

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	8, 529.60	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		