

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: INOCENSIO CASANOVA
DBN (i.e. 01M001): 08X062
Principal: LISA MANFREDONIA
Principal Email: LMANFRE2@SCHOOLS.NYC.GOV
Superintendent: KAREN AMES
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Manfredonia	*Principal or Designee	
Corrine Barros	*UFT Chapter Leader or Designee	
Analia Taveras	*PA/PTA President or Designated Co-President	
Arelis Vargas	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	
Louis Ramirez	Member/ Parent/Co-Secretary	
Fanny Black	Member/ Parent	
Maria Santana	Member/ Parent	
Sylvia Robles	Member/ Parent/Co-Chair	
Evelin Curiel	Member/ Parent	
Heather Beiner	Member/ Teacher	
Jose Camacho	Member/ Teacher/Secretary	
Eva Santiago	Member/ UFT Para Representative	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the school will decrease the number of Level 1 students in ELA (grades 3-5) by 15% as measured by the NYS ELA Assessment..

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 New York State Spring 2014 ELA results were analyzed upon release. The results indicate 65% of students in grades 3-5 scored at level 1. Therefore we are addressing Level 1 students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All K-2 classroom teachers will utilize the CCLS aligned curriculum: Core Knowledge/Pre-K Land of the Letter People
2. All 3-5 classroom teachers will utilize the CCLS aligned curriculum: Expeditionary Learning
3. All teachers will identify the students in their classes that receive special education support services and /or ESL services to identify goals and modify instruction
4. All staff will be provided with professional development to utilize programs to address the diverse needs of all students.
5. All out of classroom personnel will align programs to the CCLS curriculum and articulate with classroom teachers to support instruction.
6. At-risk students in grades K-5 will be identified and provided with RTI services
7. A Saturday ELL academy will be established for all ELLs
8. An afterschool program for at-risk student will be provided for all ELLs in grades K-2
9. An afterschool program for at-risk students will be provided for students in grades 3-5 (pending funding)

B. Key personnel and other resources used to implement each strategy/activity

1. All K-2classroom teachers , Core Knowledge materials
2. All 3-5 classroom teachers, Expeditionary Learning materials
3. Classroom teachers
4. CKLA trainers, Expeditionary trainers, P.S. 62 coach, Administration, selected grade level representatives
5. All out of classroom staff
6. RTI providers, RTI team, SETSS providers, ESL teachers, classroom teachers
7. ESL teachers, Scholastic Non-fiction writing program, Administration
8. ESL teachers, Scholastic Non-fiction writing program, Administration
9. 6 teachers and administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Classroom observation/lesson plans, unit assessments/TC results
2. Classroom observation/lesson plans/unit assessments/TC results
3. Class records, grade level meetings, student lists
4. Attendance sheet, observations
5. Lesson plans. Articulation logs, student work
6. RTI meetings, student work, RTI provider records, program checklist, observations, TC running records
7. Attendance sheets, student work, Saturday portfolios
8. Attendance sheets, student work, student portfolios
9. Attendance sheets, student work portfolios

D. Timeline for implementation and completion including start and end dates

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015

4. September 2014 to June 2015
5. September 2014 to June 2015
6. October 2014- June 2015
7. October 2014- December 2014 & February-April 2015
8. January 2015- April 2015
9. January 2015 – March 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be provided with program materials and professional development as needed
2. Teachers will be provided with program materials and professional development as needed
3. Lesson plans will reflect strategies for addressing individual/sub-group needs
4. Attendance sheets, Observations, Danielson Rubric, evidence of student work , lesson plans, Monday Professional Development Schedule
5. Lesson plans, articulation logs, teacher team meetings, CFN 109
6. RTI meeting logs, GPS, Award, Guided reading materials, schedules, Kindervention, AWARDS, Lessons in Literacy, Guided Reading
7. October- April 4 hours Saturday 2 licensed ESL/Bilingual teachers
8. January– June 1 hour Wednesday 1 hour Thursday 2 licensed ESL/Bilingual teachers
9. January- March 4 hours per week, 10-12 teachers, small group

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).

1. In order to insure that all parents are aware of the curriculum and assessment criteria a series of 4 parent conferences have been scheduled: September 16, November 13, March 19 and May 13. Parent nights will be 3 hours in length and translation services are provided
2. P.S. 62 insures that all information is sent to parents in English and Spanish
3. Student learning goals are provided for parents 3 times per year
4. The parent association, SLT and parent coordinator provide monthly parent workshops that address both the academic needs of the students but also social-emotional workshops to provide parenting skills, special education/ELL specific needs as well as nutrition classes. These workshops are scheduled 2 times per month and the calendar of events is provided during the last week of the previous month. The calendar is translated and shared at the Parent Association meeting
5. All staff are encouraged to host individual parent conferences during the Tuesday afternoon extended time. In addition, all staff will provide a minimum of 2 workshops specific to their grade level and/or instructional program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Summer School Shared- p.d. team 8 teachers x 4 hours, Title III- Afterschool –Saturday program 2 teachers 8-10 hours per week, 1 Supervisor 8-10 hours per week, Citywide Instructional Expectations P.D. monthly meeting 2 hours 8 teachers, NYS STVP general/software, Contract for Excellence, AIDP STH, mandated speech, OT/PT, counseling, parent coordinator, Data specialist, Universal Prek, translation services, IDEA para, NYSTYL, FSF

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the school will decrease the number of Level 1 students in Mathematics (grades 3-5) by 15% as measured by the NYS Math Assessment

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 New York State Spring 2014 Math Assessment for Grades 3-5 identified at least 40% of all students in Grades 3-5 at Level 1.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

10. Strategies/activities that encompass the needs of identified subgroups

1. All K-5 classrooms will implement the Go Math program/
2. All Pre-K-5 teachers will attend "C" day professional development focused on CCSS math standards and differentiation
3. All classroom teachers will utilize pre-tests, mid-unit assessments, post-tests, and teacher made assessments for instructional planning.
4. All ESL students will receive content area support in Native Language and/or additional ESL content area support
5. STMath provided to all 2nd-4th grade classes
6. RTI provider small group instruction
7. Saturday/Afterschool program
8. Pre-K Counts will be implemented in all Pre-K classes

11. Key personnel and other resources used to implement each strategy/activity

1. Administration, Pedagogues, Paraprofessionals, Coach,
2. Administration, NYC DOE Go Math facilitators, CFN 109
3. Administration/Grade Level Teacher Teams, RTI support staff,
4. Native language provider/ESL teachers
5. STMath technology teacher(s)/Administration, Classroom teachers
6. RTI provider, administration,
7. 8-10 teachers, Administration
8. 3 teachers, 3 Paraprofessionals, Administration, Pre-K Counts coach

12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Classroom observation/student work /teacher lesson plans will reflect GoMath program.
2. Teacher attendance at workshops
3. Teachers analyze data to determine grouping for daily instruction.
4. Student work portfolios/assessments
5. STMath progress reports
6. Classroom assessments, program benchmarks
7. Program baseline, benchmarks, NYS Math assessment
8. Baseline, Benchmark, Summative assessments, Classroom observations

13. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. October 2014 – June 2015
3. October 2014 – June 2015
4. October 2014 – May 2015
5. September 2014- June 2015
6. October 2014-June 2014
7. October 2013-June 2014

8. August- June 2015

14. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Go Math program provided to all classroom teachers
2. NYC DOE Go Math Training/P.S. 62 professional development- "C" Day
3. GoMath Assessments, School Net
4. Native Language providers schedule, ESL schedules for push-in/pull-out
5. STMath schedule 45 min. 2x per week for all grade 2-4 classrooms in computer lab
6. Small group- Go Math RTI/Focus/Problem Solver
7. Small group- 2 x per week 2 hoursA per day TBD by student need
8. Teachers/paraprofessionals will attend 6 professional development days and meet weekly with Pre-K Counts coach

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).

1. In order to insure that all parents are aware of the curriculum and assessment criteria a series of 4 parent conferences have been scheduled: September 16, November 13, March19 and May 13. Parent nights will be 3 hours in length and translation services are provided
2. P.S. 62 insures that all information is sent to parents in English and Spanish
3. Student learning goals are provided for parents 3 times per year
4. All staff are encouraged to host individual parent conferences during the Tuesday afternoon extended time. In addition, all staff will provide a minimum of 2 workshops specific to their grade level and/or instructional program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside	X Pre-K Counts	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Summer School Shared- p.d. team 8 teachers x 4 hours, Title III- Afterschool –Saturday program 2 teachers 8-10 hours per week, 1 Supervisor 8-10 hours per week, Citywide Instructional Expectations P.D. monthly meeting 2 hours 8 teachers, NYS STVP general/software, Contract for Excellence, AIDP STH, mandated speech, OT/PT, counseling, parent coordinator, Data specialist, Universal Prek, translation services, IDEA para, NYSTYL, FSF

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of staff will engage in Professional Development that will support instruction to increase the number of Level 3 students by 15% as measured by NYS ELA and NYS Mathematics.

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.

A review of teacher MOTP ratings, as well as the results of the NYS ELA and Mathematics assessments indicates that teacher practice needs to be developed to support differentiation for all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

9. Strategies/activities that encompass the needs of identified subgroups

1. A professional development team consisting of administration and pedagogues will be created to address all Monday professional development.
2. All staff will know the Citywide Instructional Goals and the Danielson rubric for 2014-2015 presented at Faculty Conference and Chancellor's Professional Development Day.
3. All staff will identify at least 1 component of the Danielson rubric as a professional goal .
4. All formal and informal observations will be based on teacher selected Options utilizing the Danielson rubric with feedback with focus on Teacher Goal(s).
5. All staff will attend Monday professional development
6. Selected staff will attend professional development and turnkey to colleagues
7. The NYC Teacher Development Coach will be utilized to provide additional training for 6-8 pedagogues utilizing Danielson Rubric during 3 cycles

10. Key personnel and other resources used to implement each strategy/activity

1. Administration, Pedagogues, Coach, Out of classroom support staff
2. Administration, Pedagogues, Coach, Out of classroom support staff
3. Administration, Pedagogues, Coach, Out of classroom support staff
4. Administration, Pedagogues, Coach, Out of classroom support staff
5. All staff members
6. Selected staff, Administration, CFN 109, DOE, Coach
7. Teacher Development Coach, selected classroom teachers, administrators, school based coach

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance sheets, agendas, staff reflections
2. Attendance sheets, agendas, staff reflections
3. Teacher selections, attendance at meeting, formal and informal observations.
4. Observations entered into ADVANCE will reflect post observation conference next steps, progress toward goal(s), and Professional Development Domain 4.
5. Attendance sheets, observations, agendas
6. Attendance sheets, agendas, grade meetings, Professional Development days.
7. Attendance at 4 workshops for participants, follow up observations, turnkey activities for remaining staff members,

12. Timeline for implementation and completion including start and end dates

1. July 2014 – June 2015
2. September 3 and November 4, 2014
3. September 2014 – June 2015
4. October 2014 – June 2015
5. October 2014-May 2015
6. September 2014- June 2015
7. October-November 2014, January 2015, March 2015 4 sessions per cycle

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. P.D. Team will meet during July/August to establish MOSL and create year long p.d. calendar
2. Staff will discuss Citywide Instructional Expectations and review Danielson rubric
3. All staff will independently self evaluate using Danielson and meet with immediate supervisor; environmental checklist, School Policy Manual, student data analysis
4. All staff will be observed and provided with feedback
5. All staff will be observed and provided with feedback regarding the Monday p.d. information
6. Teacher team meetings and Professional Development Days will be utilized to provide staff with additional ADVANCE information and support
7. Selected staff will attend 1 cycle and turnkey information

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).

1. SLT and Parent Association meetings will address our New Professional Development Initiative
2. Parent materials will be translated so information can be shared: Parent Letters will be sent to provide additional resources and knowledge to support their child's achievement in the NYS ELA and NYS Mathematics.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

TL MOSL, Citywide Instructional Expectations

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015 Parent involvement in school related activities will increase by 15% as evidenced by attendance documentation in order to support student achievement.

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 parent association in conjunction with the parent coordinator and SLT committee identified the need for increased parent involvement to support student achievement. This decision was based on need to increase student proficiency in Grades 3-5 in ELA and Math. In addition, the curriculum needs to be presented to all parents in Grades K-5 throughout the year to insure parents are able to work with their children at home.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

8. Strategies/activities that encompass the needs of identified subgroups

1. Parent needs assessment will distributed by the Parent Association to determine parent concerns and workshops for the school year.
2. Parent welcome packet will be distributed to all parents on first date of attendance of child
3. Schedule of parent workshops and activities inclusive of academic supports for students will be distributed monthly to all parents.
4. All parent communication will be translated into Spanish to insure clear and consistent parent notification.
5. The P.S. 62 school website will be updated and a webmaster will monitor and revise throughout the 2014-2015 school year.
6. Parent Coordinator will assist parents throughout the year
9. Monthly Parent Association meetings

10. Key personnel and other resources used to implement each strategy/activity

1. Parent Association/Parent Coordinator
2. Parent Coordinator/Principal
3. Parent Coordinator/Instructional Coach/Selected staff members
4. P.S. 62 Interpreter/Translator/Parent Coordinator/School Secretary
5. Webmaster
6. Parent Coordinator/Administration/All Staff
7. Parent Association/District Parent Advocate

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Needs assessment completed and distributed
2. Welcome packets distributed- Emergency cards, Lunch Forms returned, Parent Compact/ PIP (Parent Involvement Policy) sign off returned
3. Monthly calendars and schedule distributed
4. Translated materials
5. Website updated
6. Log Book
7. Attendance Sheets

12. Timeline for implementation and completion including start and end dates

1. September 2014
2. September 2014/5 days from date of student registration
3. Last week of each month every month
4. As needed 2014-2015
5. October and on-going
6. September-June 2014-2015
7. 3rd Thursday October 2014-June 2015

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Coordinator, Parent Association and SLT will collaborate to insure activity is met
2. Parent Coordinator, Parent Association and SLT will collaborate to insure activity is met
3. Parent Coordinator will create and distribute
4. Staff translator and/or Parent Coordinator will insure that all materials are distributed in English and Spanish
5. Webmaster will insure that website is monitored and updated
6. Parent Coordinator/SBST, Family Worker, Administration will communicate to insure parent support
7. Parent Association will attend SLT, PAPEC, Parent as Partners and school events to update parents throughout the school year.

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).

This action plan outlines the specific strategies and supports that will be used in conjunction with the PIP.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title 1 Translation, TL Parent Coordinator, Title 1 % parent involvement, TL- SLT committee

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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|-----------|--|
| 3. | Strategies/activities that encompass the needs of identified subgroups |
| 9. | |
| 4. | Key personnel and other resources used to implement each strategy/activity |
| 14. | |
| 5. | Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 9. | |
| 6. | Timeline for implementation and completion including start and end dates |
| 9. | |
| 7. | Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 9. | |

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, Imagine Learning, Critical Reader, Star Falls, GPS Intervention Kit,	Small group, one to one	During the day/Afterschool
Mathematics	Guided Groups, Focus Mathematics, STMath I Tools	Small group, one to one	During the day/Afterschool
Science	Measuring Up- Science	Small group, one to one	During the day
Social Studies	Scott-Foresman	One to one	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Workers	Small group, one to one	During the day/Afterschool

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

10. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • In order to insure that P.S. 62 attracts and maintains highly qualified teachers we: <ul style="list-style-type: none"> ○ Attend NYC teacher recruitment fairs/Teach For America ○ Partnerships with neighboring colleges such as Hostos/Mercy for student teachers ○ 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. ○ Utilize the P.S. 62 Professional Development Team to plan and assess the Monday Professional Development Period ○ Utilize a teacher development coach for support with Danielson Rubric/Teacher practice ○ Provide teacher teams opportunity to attend NYC Professional Development for new ELA/Math programs ○ 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. ○ Develop partnerships with outside organizations such as: <ul style="list-style-type: none"> ▪ Morningside Center to address the Social Emotional Needs of students and staff ▪ NYCGrows ▪ PreK Counts ▪ Learning Leaders ▪ REP ▪ World Vision

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff are provided with professional development opportunities throughout the school year in addition to the Monday professional development block.</p> <p>Danielson Rubric, ADVANCE rating system, ELA and Math programs, SEL workshops, SESIS, Teacher teams for data analysis. In addition, all staff members are encouraged to identify areas of interest and attend/facilitate workshops to support their pedagogy</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>The school budget reflects the 10% Title 1 setaside for STH, as well as AIDP funding and parent coordinator funding to insure that all students and families are provided with parent workshops to meet student academic needs as well as social emotional needs. The STH funds are also utilized to insure that students have the supplies necessary to be prepared. The social workers, family workers and parent coordinator meet as needed to address individual family needs as well as identify community outreach.</p>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to insure that students transitioning from Pre-K /Early Childhood programs are provided with the necessary supports to transition into elementary school an open house is provided for community organizations to bring the parents/students to an orientation in early May. Students attending one of the three Pre-K classes at P.S. 62 are provided with an opportunity to visit Kindergarten classes in April/May. Parents are also invited to attend. This year an additional Open House will be scheduled for late January via the Office of Early Childhood and posted on the website to insure that parents have an opportunity to visit prior to the close of the new online registration process being implemented Citywide. In addition, the Parent Coordinator and/or Parent Association members provide additional opportunities for individual parents to visit/receive additional information about our programs

Measures to Include Teachers in Decisions Regarding Assessments

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

The school MOSL/Professional Development Team inclusive of all constituents are engaged in the Assessment process. The committee comprised of administration, classroom teachers, support staff and UFT representation, met several times over the summer to determine the assessments for the 40% of the overall ADVANCE rating as well as baseline/benchmark assessments for student progress. In addition, teachers were part of the curriculum process last year and are continuing to utilize the assessments provided by our ELA, Math and content area programs. Finally, grade teams regularly meet to discuss the effectiveness of the lessons/units, thus resulting in additional conversations regarding assessment. Teachers have the autonomy to request additional materials as needed.

The professional development regarding assessments is addressed through the administration, coach, p.d. team and DOE. For example, this year the Teacher Development Coach will work with selected staff to address informal assessment and how to incorporate assessment in daily instruction. This information will be turn-keyed during our Assessment P.D. during selected Monday P.D.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

P.S. 62 Parent Involvement Policy

2014-2015

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 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
MAY 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.

P.S. 62 Parent Compact 2014-2015

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

8.

DBN: 08X062

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$635,725.53	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$128,027.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,759,726.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 8	Borough Bronx	School Number 062
School Name Inocencio Casanova		

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

Principal Lisa Manfredonia	Assistant Principal Elias Ortiz
Coach Diania Martin	Coach N/A
ESL Teacher Jose Camacho/John Lawrence	Guidance Counselor Carmen Marrero
Teacher/Subject Area Erica Medina/5th Grade	Parent type here
Teacher/Subject Area Mary Luz Alvarez/NLA	Parent Coordinator Yudis Chavez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other Caterina Di Tillio

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	718	Total number of ELLs	72	ELLs as share of total student population (%)	10.03%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60			12			0			72

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	60	0	0	12	0	0	0	0	0	72
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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	8	9	17	13	11	13								71
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
TOTAL	8	9	17	13	11	14	0	72						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	3	3	5	4								22
Intermediate(I)	1	3	12	1	4	6								27
Advanced (A)	3	3	2	9	2	4								23
Total	8	9	17	13	11	14	0	72						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1			7
4	9	1			10
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		1	1					8
4	10		1	1	1				13
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4	2	3	2			12
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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's needs in the native language and help us in drafting intervention plans for children. Upon registration and when applicable, students are given the Spanish LAB-R test which helps us to identify students early literacy skills in the lower grades. This tool also helps us measure students' proficiency in the native language in the other grades. We also utilize DRA Spanish Reading Assessment for the same purpose. We utilize this data to formulate additional interventions for individual students. For instance, after conducting initial assessments of new admits, the school has determined the need and has created an NLA Support Specialist teaching position to provide both NLA and content support to new comers.

To that end, the ELL Committee focused on data gathering, processing and analysis. Comprised of our Network Specialist, 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Preliminary LAB-R scores analysis suggests that most new comers scored at the Beginner level across the grade levels with the exception of K whose scores were evenly distributed between Beginner and Advance. NYSESLAT data also suggests that students show significant growth between the K-1 and the 2-3 testing bands. For example, data shows that 3 students scored a level of Intermediate in Grade 1 while 12 students scored at the same proficiency level in grade 2. Additionally, same data shows that 9 students out 13 scored a level of advanced in grade 3. This patterns continues as students move up the grades with the exception of the usual influx of newcomers during the year in grades 3-5. These students usually score at the lowest level of proficiency as per the LAB-R and subsequently the NYSESLAT since they are first year ELLs from other countries.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

DATA is currently not available

4. For each program, answer the following:
- 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?

a. As evidenced by the TC English and Spanish language assessments, the results show that Beginners fare better in their Native Language. Being cognizant of these results, the school has made the following decisions: Newcomers will receive small group instruction in Native Language Arts as well as Math instructional support in the native language.

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 vocabulary, terminology, phrasing, etc. For instance, Spanish dominant students who were instructed in English in Math/Science and tested in Spanish performed lower than their conterpart when tested in the language they were instructed. For example, in grade 3-5 Ell students were provided math in English. Data shows that these students (at intermediate and 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.

b.

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

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

- A] Professional development: first, get teachers acquainted with the test structure (format), parts, time limits, rubrics, test administrative information, etc.
- B] Data analysis: teachers will identify students' individualized needs based on the different modalities.
- C]. Cross reference different assessments, data sources, and 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).

c.

- 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. Additionally, we have learned about specific instructional areas and strategies that the school can begin utilizing to support student proficiency in their language acquisition. Some of these strategies and instructional areas are, using multiple scaffolds during lesson, utilizing center activities that incorporate activities such as looking at pictures to describe, predict, make conclusions, make inferences, describe sequence, etc.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

P.S. 62 has identified several data sources to determine when an ELL student is in need of RTI support as well as the type of intervention provided. We work to determine if the child has a language acquisition issue or a learning disability.

We begin to assess all ELLs new to our school with the LAB-R to determine if ESL/Bilingual instruction is appropriate. Once the children are placed in the appropriate program a series of Native Language and ELA assessments are given to determine language proficiency as well as content knowledge.

- o P.S. 62 utilizes the Teacher's College Assessment and the Spanish DRA to determine reading levels.
- o On-demand writing assessments are also given and the ESL rubric is used to measure student proficiency in English. Native language responses are also scored and analyzed.
- o The unit assessments for the Go Math program are utilized in native language when necessary for mathematics. STMath in grades 2-4 are also monitored and progress recorded.
- Baseline data is assessed by ESL providers and classroom teachers to determine student needs and proficiency levels.
- Benchmark assessments are given at various frequencies to monitor student progress.

The NYSESLAT is utilized to determine student progress for all ELLs with 1 or more years in addition to the above.

- All staff working with ELL students are provided with data to determine language proficiency in all 4 strands; listening and speaking/reading and writing

These data sources are utilized to determine if interventions are necessary and what RTI Tier to provide. Students making progress in native language content area may be provided with additional Tier 1 support for language acquisition, whereas students making no progress in native language and/or English proficiency would be provided with Tier 2 and possibly Tier 3 interventions as determined by the ELL-RTI committee.

6. How do you make sure that a child's second language development is considered in instructional decisions?
As students register through the year, language assessments are administered and proficiency in the native language is measured. Based on these findings and the current need, our school has created an NLA position to support students in the native language. Additionally, we have made the decision of providing further support by creating math instructional small groups to further support the students' needs.
7. 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?

N/A

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

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At PS 62, the initial identification of ELL students begins at registration time. The ELL Intake Team: The ESL Coordinator, Mr. Camacho, the ESL provider, Mr. Lawrence, and the AP in charge of ELLs, Mr. Ortiz, ensure that the parents fill out the Home Language Identification Survey [HLIS]. If parents indicate that a language other than English is spoken at home and if the child is eligible for testing, the LAB-R is administered on the same day of registration (Spanish LAB-R same day or within 10 days) by the ESL Provider and/or the ESL coordinator. As part of determining eligibility, the child is briefly interviewed orally in English and/or Spanish 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 interviewer, Mr. Camacho or Mr. Lawrence, in turn analyses the child's responses to the questions asked and makes a final determination.

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.

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 parent room, adjacent to where registration takes place and/or the ESL office if registration is later in the year.
- ESL Coordinator/Parent Coordinator/ELL Supervisor conduct an initial parent orientation. Parents are provided with brochures in their language of preference about the available programs. They are also given further explanations and 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the intake process, translated documents are made available to parents in their native language when possible. The Intake Team is available to assist parents through this process. 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. The ELL team then collects documents and makes copies. These are kept in the student's cumulative record and placed in the ELL Data Binder. Documents are retained at the school and sent to the new school upon transfer/graduation via cumulative records.

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.

Once entitlement is determined, an orientation session is provided to the parents to inform them of the different program options that they are entitled to. This is done through parent interviews, program brochures, and the orientation video. After the orientation, parents are given the Parent Selection Form so that they can select the program of their choice. Students are then placed in the selected program. All communication with parent are done in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 ESL 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 with 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 details staff who will be proctoring each subtest, specific dates and times, locations and general testing procedures for each modality of the NYSESLAT (Speaking, Listenig, Reading, & Writing).

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

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 three 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 29 children tested in Kindergarten, only 8 did not meet the LAB-R benchmark. Additionally, 100% of the parents of eligible children in K chose ESL as the program of their choice. A similar phenomena is evident in the upper grades where most parents of new comers have opted for ESL vs. Bilingual for the purpose of expediting language acquisition.

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, the ESL teachers provide this orientation to the parents on a one-to-one/small group basis. Programs offered at our schools are aligned with parent requests.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At PS 62 we are currently using the Freestanding ESL organizational model to support our ELL population: Freestanding ESL (Push In/Pull-out). The ESL program encompasses students in Kindergarten through 5th Grade. Students are grouped by both grade and proficiency levels.

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)?

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 providers 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). The school provides the recommended times as follow:

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

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 ELA (Reading and 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, especially now that our school has instituted new instructional programs in the area of ELA and Mathematics.

How are instructional minutes delivered?

ELA:

- Literacy Workshop: 60 minutes in the Reading To Learn Academy
120 Minutes in the Learning To Read Academy
- GRAIR: Guided/Independent Practice: 30 minutes

ESL:

- Listenig Centers 20-30 minutes per session
- IMAGINE Learning Instructional software: 20-30 minutes daily
- Push-in/Pull-out: 1-2 periods daily

New Comers/Native Language:

- 2-3 periods per week
- Math support in the Native Language: 2-3 periods per week

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, 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 ESL classes infuse ESL strategies throughout their day in all subject areas.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Content Area Instruction

How are content areas delivered in each program?

Social Studies

The school is currently implementing common core aligned units which infuse both content and Reading and Writing strategies. During the literacy block, the teacher presents non-fiction texts for Shared Reading, Read-Alouds as well as for Independent Reading. The language of instruction for the ESL students will be English. Units of Study are planned to include non-fiction writing and reading and the teachers use an interdisciplinary approach already embedded within the new instructional programs. 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 when appropriate.

The curriculum has been chosen due to their alignment to the new CCSS and the instruction is tailored to the levels of the ELL students. The libraries in all classrooms are stocked with books in the students' native language (Spanish). 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 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. 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

All classrooms have both English and Spanish student materials to support the ELL student. Teachers set up learning activities appropriate to students mastery levels as well as language proficiency levels in order to address the need of all learners, including those of the ELL students. 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 the glossaries, and 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. Newcomers also receive additional support in their native language by Ms. Alvarez, Spanish teacher. The Go Math internet resources are also used for individual and small group support in the classrooms. Teachers can assign homework, activities, and games to reinforce mathematical concepts both in school and at home. Additionally, the ST Math programs is utilized in grades 2-4 for 2 full period each week to build conceptual understanding of mathematical content.

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

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 translation services to provide us with native language assessments.

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

The ESL providers maintain students portfolios based on current student work and assessments. As part of the portfolios the ESL teachers will conduct two holistic assessments aimed at measuring the four modalities through the year. Each student performance will be measured against the corresponding ELL rubric based on each specific modality. Additionally, The ESL providers have set up small group/center activities aimed at addressing the four different modalities and periodically assess them both formally and informally. In turn, the providers make adjustment to their instruction to further address specific needs. The school also ensures that the classroom teacher and the ESL providers have common planning time for articulation and to discuss student work. Additionally, the school uses various resources such as the Imagine Learning and ST Math software aimed at addressing different modalities and content knowledge development. Monthly performance reports are generated and are available for all teachers of ELLs. The ELL Periodic Assessment is another tool used by our school to evaluate English language acquisition.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiating instruction for ELL subgroups

Newcomers are addressed in various ways at P.S. 62. These students receive Native Language Instruction support as well as math instructional support in the native language. The Imagine Learning program is available to all classroom teachers and is utilized as a major support for language acquisition. Students receive Literacy instruction in English and ESL Strategies are infused throughout the day in all subjects. The ST Math and the GO Math online resources are utilized to support content knowledge development both individually and collaboratively. The St Math program is designed to advance concept development without need of using language skills. Spanish literacy and math materials are also available to all newcomers and their parents. Additionally, ESL teachers also instruct newcomers in literacy, totaling 360 minutes per week for students at the beginner and intermediate levels.

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

- Literacy Workshop -
- Guided Reading Support
- Push-in/Pull-out by ESL Teachers
- ST Math in grades 2-4, Imagine Learning, Spanish classroom libraries, Listening Centers, computers, etc.
- Math instructional support, small group instruction
- Extended Day
- Saturday Academy
- NLA

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 newcomers receive. For instance, Imagine Learning, Saturday ELL Academy, and small guided reading instruction, and RTI services based on need. These programs address deficiencies in decoding or guided reading instruction for reading comprehension. All 4-6 year ELL's are given mandated support during the Extended Day program, utilizing a variety of programs, including FOCUS Math, Getting Ready for the NYSESLAT, Readers Theater to address fluency, and Critical Reading for comprehension. It also provides test preparation strategies in both Literacy and Mathematics. Materials include Reader's Theater, Atanasio Materials, authentic libraries (Spanish and English), and the Non-Fiction Writing and Mathematics Kits.

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 regarding each individual student.

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

- Small Class Size
- Extended Day
- Imagine Learning
- ST Math
- 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

Former ELL's:

Students that have achieved a Proficient Level in both Listening/Speaking and Reading/Writing on the Spring 2012 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 testing modifications for two years after reaching a level of Proficient and will continue to have access to all ELL supports.

Special Education/ELL's:

All 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 approaches in their method.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The staff at our school has received and will continue to receive PD targeting teacher ability 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. Additionally, the school is participating in an ELL RTI study group under the leadership of Ms. Caterina Di Tilio, Deputy Network Leader. This group is aimed at developing a better understanding and developing teachers knowledge of the difference between language acquisition issues vs. Special Ed. related issues.

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

Interdisciplinary grade meetings 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. ESL Providers have been trained in the new ELA and Math program and actively adjust instruction based on planning, articulation with the classroom teachers and SETTS providers, and students language abilities.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

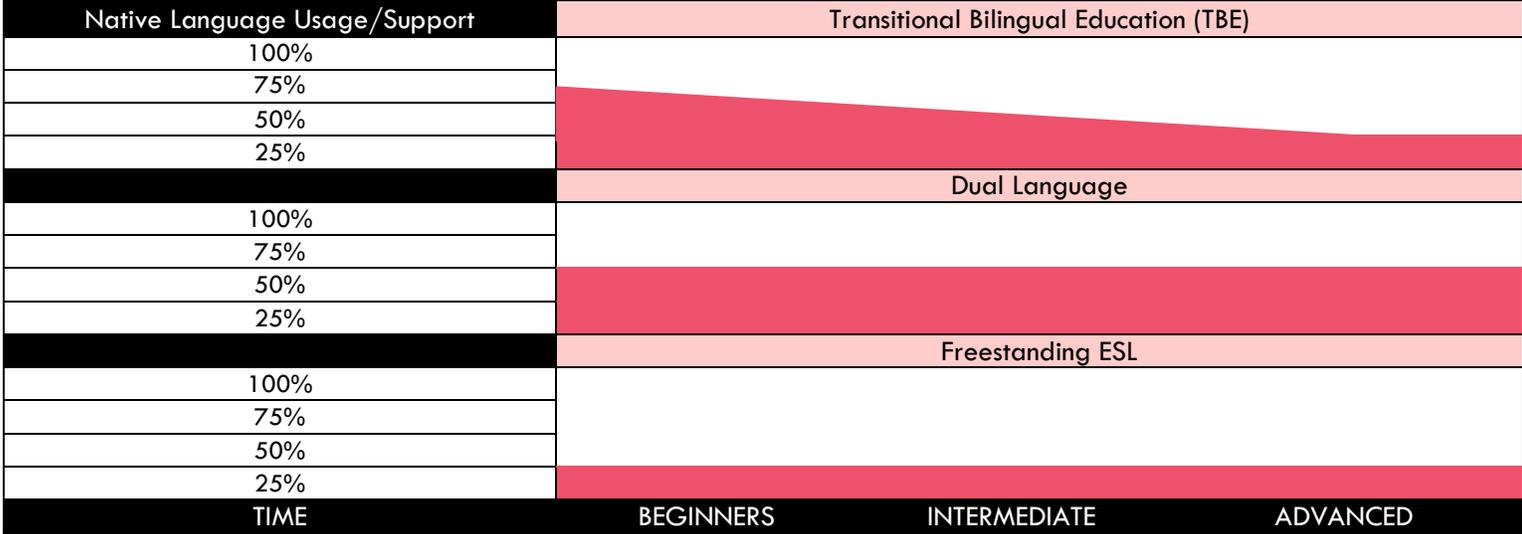
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted Interventions

At PS 62 we have several intervention programs used to support the English Language Learners. For Math, the ST Math program, which is computer assisted, exposes the ELLs to mathematical concepts using varied, scaffolded approaches. This program uses a visual and interactive approach for developing spatial and temporal reasoning. Students use the program 2 periods a week. The GO Math online component is another tool used to support and enhance the ELL learning experience. Teachers assign tiered activities to support the ELLs based on their mastery of concepts and language abilities. 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 ELA, the new programs (Core Knowledge and Expeditionary Learning) utilize a variety of approaches and address various aspects of literacy using a multidisciplinary approach. The programs infuse both science and social studies curriculum. For example, the Expeditionary learning program uses social studies trade books for some of their units. Additionally, end of-unit tasks infuse reading, writing, and the content area. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program for ELLs, specifically the freestanding ESL program has proven effective as determined by our NYSESLAT scores in which 90% of students made progress in at least 2 of the 4 strands. Our ESL program supports the needs of our students by providing direct instruction- pull-out and support push-in for our intermediate/advanced students in the content areas. The Title III Saturday program for literacy has also supported student learning as measured by teacher observations/writing samples. The Imagine Learning program, has effectively supported all students regardless of proficiency level, language acquisition support in all 4 strands, however the data shows a significant increase in new-comers/beginners listening and speaking abilities. Finally, the extended day NYSESLAT program has been effective for the past two years, providing specific instruction to ELLs regarding test taking procedures and language acquisition.

In order to further support our ELLs we have implemented two (2) new programs this year. Our literacy program is comprised of Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-5. We are unable to determine the effectiveness of the programs at this time; however they were selected to support our ELL population, with specific resources to incorporate good practices such as vocabulary development, TPR and repetition. In addition, to the new literacy programs we have also adopted Go Math for mathematics. This program also provides additional ELL suggestions as well as online resources to further develop mathematical fluency and vocabulary. The STMath program in grades 2-4 also enables all ELLs regardless of language proficiency the ability to develop mathematical concepts through critical thinking without the use of any written/oral language as they work through the problems.

11. What new programs or improvements will be considered for the upcoming school year?

Programs of Improvement

This year we are focusing on developing a greater understanding of our new ELA and Math programs in both Academies, looking at end-of-unit data, and its implications for instruction of ELLS. We are also focusing on gaining a better understanding of the instructional demands of the programs and how we can best infuse ESL strategies and approaches to support both content knowledge and reading and writing development. These strategies would then be extended this year in order to affectuate improvement in language acquisition in all levels.

12. What programs/services for ELLs will be discontinued and why?

This year the school made the decision to discontinue our 12-1-1 Bilingual Special class. As we looked at Data from prior years we

noticed that most students had not made any significant growth as per NYSESLAT scores. Also, data suggested that the lack of growth was not due to language, but that on the other hand, that it is related to Special Ed. issues. The same data suggested that two students were still in need of Bilingual Services. To this end, we have provided them with alternate language Paras.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P12. 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 as well.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. Some of the technology tools available to support the ELLs are: Smart Boards, Document Cameras, The internet, instructional software, listening centers etc.

Additional Materials used for various subgroups are:

- Foundations: for ELLs who are also Special Ed and/or struggle with phonics
- Imagine Learning: Utilized for All Ells in both bilingual and ESL Classes
- Critical Reader: Use for Advance Ell students during Extended Day
- English at Your Command for ESL small group instruction
- Focus in Math
- ST Math
- Go Math On line Resources

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our school supports the acquisition, maintenance, and development of students' native language based on the students' proficiency levels in the freestanding classroom setting. 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. The NLA provider ensures that all newcomers receive at least 3 periods of instruction in their native language. Additionally, all classrooms have Spanish libraries to support the native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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. additionally, resources are ordered and allocated as per children's needs

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Staff Development and Training

It is our goal to provide rigorous, quality instruction, to all students, which requires all staff to effectively deliver instruction. To reach this objective we will continue to focus and to support all of our teachers by providing them with professional development in key areas such as planning for differentiation, using data for instruction and grouping, best instructional practices, and use of technology. The school is utilizing the Danielson Rubric and the new Common Core State Standards as key elements in the training and developing of our teachers. The school will continue to offer a menu of PD opportunities based on teacher interests and identified needs through observations.

The ELL Committee will provide professional learning opportunities around all ATS reports and other data pertaining to ELL students. Teachers of ELLs 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 providers during their common planning time on a regular 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 and/or the ELL team 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: New expectations, Test format, testing bands, etc.
- ESL Standards/The use of ESL Strategies in the Content Areas
- NLA Instruction
- Focus on LAP Principles
- Alignment of Bilingual literacy instruction with the Teachers College Reading and Writing Project curriculum, including creating corresponding mentor text libraries and curriculum mapping.
- Utilizing Data/Data Driven Instruction
- Best Practices
- Strategic Use of Resources
- Planning Rigorous Curriculum
- SMART Board Training
- Imagine Learning
- Critical Reader
- Scaffolding Strategies
- ST Math
- Go Math and Itools
- Core Knowledge

Expeditionary Learning
ELAND

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 the elementary school setting to middle school, they will encounter both academic and social challenges. Our staff will be provided with professional development to support our students to meet these challenges. For example, they will become familiar with the different requirements of the NYSESLAT grades 5-6 band, the rubrics for each, and the ELA assessments. This will aid in their interaction with 5th grade students as they begin making a transition. Also, Our Guidance Counselor and Social Worker in charge of the transitional plan will meet with teachers and parents to facilitate the process. Additionally, they will also be available to provide individual and group counseling sessions to facilitate all transitions for this population.

D. Parental Involvement

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

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.
- ESL Classes for Parents
- Learning Leaders: Parent providing support both in the classrooms and in the cafeteria
- Kindergarten and 5th 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.

E. Additional Information

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

Part VI: LAP Assurances

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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

In order to assess our need for translation we utilize the Home Language Survey and the LAB-R to determine the number of non-English speaking parents/guardians. Based on this information we determine the language(s) that we need to address and the need for 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.

In order to assess our need for translation we utilize the Home Language Survey and the LAB-R to determine the number of non-English speaking parents/guardians. Based on this information we determine the language(s) that we need to address and the need for services.

Part B: Strategies and Activities

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

A school based staff member is hired per session to translate all parent documents. He/She works with the classroom teachers to translate their specific parent letters to insure that all parents have access to all written documentation. We also utilize the translated version of all DOE parent documents inclusive of languages other than spanish if necessary.

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.

Our office staff all speak Spanish as well as the parent-coordinator. Parent volunteers are also utilized during open house and parent-teacher conferences to provide translation for parents meeting with the classroom teachers. Parents may request a spanish translator at anytime and are provided with one. In addition, in the event of a language other than spanish we request Network support if necessary or the parent brings their own interpreter (family member/friend). In some instances our staff may speak the language and we utilize them at the conference.

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>.

In the main entrance the DOE language interpretation sign is posted as well as in the main office. The parent bill of rights is distributed once the home language is determined via the home language survey.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

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 P.S. 62 will offer two programs to address the needs of our ELL population. After reviewing our NYSESLAT data it was determined that writing is an area that delays our students ability to go from Intermediate to Advanced and Advanced to Proficient. Therefore we are preparing a program for our K-2 students that provides explicit instruction in all 4 modalities with an emphasis on writing. The 3-5 Saturday program will also address the area of writing through non-fiction writing with additional support focusing on mechanics/grammar. In order to prepare our students for content area writing the students will complete a variety of word problems with an emphasis on numbers and operations (determined through NYS math and unit assessments) and provide oral and written explanations of their work.

Our first program will address the needs of our K-2 ELL students. This program will provide NYSESLAT preparation as well as addressing listening, speaking, reading and writing through the Let's Talk About It program. The program will be offered from November 2014-March 2015 on Wednesdays and Thursdays from 2:45-3:45 p.m. 2 licensed ESL teachers will provide the instruction and a supervisor will support lesson planning and compliance mandates.

The Saturday program will be offered to students in Grades 3-5 with a focus on NYSESLAT preparation as well as mathematics support. 2 licensed ESL/Bilingual teachers will work with students to strengthen all 4 ESL strands. This will occur utilizing a variety of materials:

Listening and Speaking- Award Program

Reading and Writing- Time for Kids Nonfiction/Recipes for Good Writing

NYSESLAT Preparation book- 45 minutes weekly

Math- Word Problems- Focus- Numbers and Operations/Writing in Mathematics

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 insure quality instruction for all ELL students, an ELL Institute, consisting of the Assistant

Part C: Professional Development

Principal for ELLs, two ESL teachers, bilingual special education teacher and two general education teachers, meet bi-weekly during the school day to review latest best practices and trends as well as review student work. This team of teachers then turnkeys best practices to their colleagues and provides support to all staff with free-standing ESL students. The team's main focus is on strategies for classroom teachers to support ELL students, as well as data analysis (utilizing the ESL writing rubric) and finally how to create an effective ESL student portfolio that shows growth and supports students' independence. In addition, the bilingual special education teacher and a monolingual special education teacher attend monthly Professional Development Workshops sponsored by DOE ELL Office. This information is turn-keyed at the ELL Institute meetings as well as at the Monday Professional Development Workshops. Monday Professional Development provided by the ELL Institute and/or CFN 109, gives all staff an overview of the ESL rubric for all 4 strands to assist classroom teachers and providers with assessing student progress. An additional 6 workshops that teachers may select will focus on strategies for instruction, workshop topics may include strategies to develop listening and speaking, portfolio assessment and content area support in NLA. Finally, all staff working with the free-standing ESL students are provided with weekly articulation time to meet with the ESL providers to address individual student needs and align the curriculum with the ESL program.

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: Parent Involvement is critical to the success of all ELLs. This year the ESL providers will utilize the Tuesday Parent Involvement time to provide bi-monthly workshops for the parents of their students. Topics covered will include but are not limited to: NYSESLAT, ESL standards, Strategies for English support at home, content area connections. In addition, to the Tuesday workshops our Speech and OT providers will also conduct workshops to address the bilingual/ESL special needs population at our school. These workshops provide materials for parents to utilize as well as how to use graphic organizers/visuals to support ELL students at home. All school materials and the monthly calendar of activities, as well as workshops are translated to insure that ELL parents are also included. Workshops are provided weekly with topics such as bullying, nutrition, math, science and arts and crafts as well as homework help, strategies for helping struggling students and/or ESL support. Finally, all parents are invited to attend the monthly PA meetings, which are translated to insure that they are aware of all school activities and expectations.

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