

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**08X062**

**School Name:**

**P.S. 062 INOCENSIO CASANOVA**

**Principal:**

**LISA MANFREDONIA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Inocencio Casanova School Number (DBN): 08X062  
Grades Served: PreK- 5  
School Address: 660 Fox Street Bronx, New York 10455  
Phone Number: 718-585-1617 Fax: 718-292-6327  
School Contact Person: Lisa Manfredonia Email Address: Lmanfre2@schools.nyc.gov  
Principal: Lisa Manfredonia  
UFT Chapter Leader: Corrine Barros  
Parents' Association President: Analia Taveras  
SLT Chairperson: Corrine Barros  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 08X Superintendent: Karen Ames  
Superintendent's Office Address: 1230 Zerega Ave Bronx, New York 10462  
Superintendent's Email Address: Kames@schools.nyc.gov  
Phone Number: 718-828-6653 Fax: 718-828-2760

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, New York 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Manfredonia	*Principal or Designee	
Corrine Barros- Co-Chair	*UFT Chapter Leader or Designee	
Fanny Black	*PA/PTA President or Designated Co-President	
Elizabeth DeLeon	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fanny Black	Member/ Parent	
Evelyn Curiel	Member/ Parent-Co-Recording Secretary	
Luis Ramirez	Member/ Parent	
Sylvia Robles	Member/ Parent- Co-Chair	
Maria Santana	Member/Parent	
Heather Beiner	Member/U.FT. -Recording Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jose Camacho	Member/U.F.T.	
Eva Santiago	Member/U.F.T. Paraprofessional	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### Mission Statement

The P.S. 62 School Community in partnership with families will empower all students by providing rigorous learning experiences and opportunities to build each child's self-esteem and academics, which will foster leadership, independence, creativity, and compassion for all.

By embracing the whole child, we will instill a solid foundation that will enable all of our students to meet future challenges and become productive citizens.

P.S. 62 is a Pre-K through 5 community school with approximately 800 students. Currently, we service approximately 120 students in temporary housing. This unique population has fostered a desire within the school community to create an environment in which all students feel safe and supported. As such we have created a Social-Emotional Committee, led by teachers with the support of our Grade 3-5 student council and parents to develop activities that focus on building relationships. This year the committee developed a school song, participated in Buddies Not Bullies Day(s) and raised funds to donate to the Nepal Earthquake Relief. These practices have led to a Well-Developed rating on the Spring 2015 Quality Review in the area of School Culture.

The positive school culture has enabled all constituents at P.S. 62 to focus on student achievement. In order to strengthen the curriculum teacher teams across the grades, as well as vertically, are addressing the curriculum and assessment. Our recent Quality Review states that teacher team practices are well-developed. These practices are inclusive of protocols for looking at student work, as well as revising and modifying the curriculum to meet the needs of our ELL and Special Education population.

In recent years P.S. 62 has had a steady increase in population, specifically special education. In order to develop programs that support our at-risk population we have implemented a first and second grade RTI program. This program taught by a certified reading teacher, provides immediate support to children that are on the cusp of level 2, insuring that they have an opportunity to meet the standards. In addition, our push-in ESL program supports students across the grades in the content area of math. Finally, we have created an RTI native language math support for students in grades 3-5. These students are provided with math instruction in Spanish so they can eventually transfer their content knowledge as they become more proficient in English. Our commitment to our at-risk population has furthered our need for professional development in our focus area of rigorous instruction.

P.S. 62 will begin its' 3<sup>rd</sup> year, utilizing CKLA and Expeditionary Learning in ELA and Go Math. Although these programs are common core aligned, our teacher teams, as well as our student outcomes, indicate that we must continue to revise the curriculum to incorporate additional opportunities for writing and rigorous tasks. In order to address this need we will utilize the Monday Professional Development time as well as outside consultants to support our staff with strategies for differentiation and utilizing formative assessments. It is expected that focusing on these areas will enable P.S. 62 to continue to support student achievement as well as provide rigorous instruction, resulting in an overall well-developed rating in all Quality Review indicators.

## 08X062 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	803	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.2%	% Attendance Rate	90.3%
% Free Lunch		93.3%	% Reduced Lunch	3.5%
% Limited English Proficient		9.1%	% Students with Disabilities	25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	21.1%
% Hispanic or Latino		76.0%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		2.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.74	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	5.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.2%	Mathematics Performance at levels 3 & 4	19.2%
Science Performance at levels 3 & 4 (4th Grade)		85.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Spring 2015 Quality Review states that 1.1 is a focus area for P.S. 62. Although we are proficient in our practice additional consistency across the classrooms is necessary to insure all students are provided with rigorous instruction. An analysis of our teacher needs assessment also states that all staff require additional support with differentiating the curriculum and insuring that formative assessments are being utilized across the grades. Finally, teacher teams after analyzing student writing and MOSL tasks in both ELA and Math see a need for additional writing.

**Part 2 – Annual Goal**

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

By June 2016, all teacher teams will collaborate to modify and revise the existing ELA and Content Area Curriculum to support all students inclusive of SWD’s and ELLs, resulting in a 20% decrease in Level 1 students as measured by the NYS ELA/Math Grades 3-5 Assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Teacher teams will review existing pacing guides and units of study and modify as needed utilizing protocols established through consultancy work in Spring 2014.</p>	<p>All staff</p>	<p>Summer 2015 and on-going</p>	<p>Administrators, Instructional Coach, Professional Development Team, Teacher teams</p>

Generation Ready Consultants (pending funding) in both ELA/Math will work with teacher teams to modify curriculum and incorporate EngageNY into existing programs to support all students inclusive of ELLs and SWDs			
A professional development calendar of activities will be established and implemented.	All staff	Summer 2015- June 2016	Professional Development Team/Administration
Afterschool and Saturday programs in ELA and Math as well as for ELL students (pending funding) will address gaps in student learning to insure all students have access to grade level curriculum.	At-risk students	October 2015- April 2016	Administration, Teachers
6 Parent Workshops on Tuesdays will be provided to support parent understanding of the curriculum and expectations. In addition, the ELL Institute and Special Education Team will provide an additional 3 workshops for parents to address specific needs of at-risk students.	All parents	September- November 2015 (3) January (1) March-May (2)	Teacher Teams, Parent Involvement Committee

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Master schedule for: Daily common planning for all grade level teacher teams, monthly meetings for P.S. 62 Professional Development Team, Special Education Team, ELL Institute											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Professional Development Calendar- Monthly progress check</li> <li>• Student benchmarks- MOSL, periodic assessments (December), Teacher Tasks (Early March)</li> <li>• Teacher units revised after each implementation</li> <li>• Afterschool attendance/assessments</li> <li>• Classroom observations by administration focusing on Domain 1 and 3</li> <li>• Bi-monthly administrative review of ADVANCE to identify trends in teacher practice</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 62 has Well Developed Practices in the area of School Culture as assessed by the QR.

- The formation of the SEL committee has addressed both student behavior as well as staff morale.
- In order to continue to foster a positive school environment more opportunities to incorporate the arts and hands-on activities to address all learners and enrich students need to be provided.

### Part 2 – Annual Goal

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

By June 2016, all staff will provide opportunities for 100% of students to engage in 3 enrichment activities.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Award Assembly/Performance Schedule for 2015 aligned to SEL and/or ELA curriculum.	All classroom teachers/students	September-June 2016	Administration
School Club schedule/activities for every 3 <sup>rd</sup> Thursday.	All staff/parents	October-June 2016	Administration/SEL Committee/SLT
Weekly 4Rs lessons incorporating discussion techniques	All staff	October-June 2016	Administration, Teacher Development/Assessment Team
1 monthly parent workshop incorporating arts activities for parents to complete with children.	Parents	October-June 2016	Parent Coordinator/Parent Association, SLT, Parent Engagement Team

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to achieve this goal all staff will commit to leading a club on the third Friday of each month, a testing schedule will be implemented to insure everyone is able to participate.</p>											
<p>The 4Rs curriculum will be provided to all staff.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The calendar of events will be utilized as well as parent attendance sheets.

Student performances, club products will insure progress toward the goal

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Quality Review states that P.S. 62 is well-developed in 4.2 Teacher Teams and Leadership Development. Our teacher needs assessment indicates that teacher teams want to establish protocols to insure that there is consistency across the school as well as additional opportunities for teachers to provide professional development to each other.

**Part 2 – Annual Goal**

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

oC  
  
By June 2016, all teacher teams will utilize the protocol for looking at student work resulting in a 15% decrease of level 1 students for each unit of study.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>A common planning schedule for all grades will be implemented.</p> <p>All vertical teams inclusive of RTI, PD, SEL, ELL, SPED will establish meeting schedules.</p>	<p>All staff</p>	<p>August-September 2015</p>	<p>Administration</p>

Grade 5 teachers will turnkey protocol for looking at student work.	All staff	October 2015	Grade 5, Professional Development Team
All staff will utilize pre and post assessments to modify units of study.	All staff	September- June 2016	Administration, instructional coach, teacher teams
Teacher teams will provide parents with monthly unit targets and individual student learning targets 3 times per year.	Parents	October- June 2016	All staff, Parent Engagement Committee

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent coordinator, Instructional Coach, CKLA, Expeditionary Learning, EngageNY, GoMath, Monday PD, Tuesday Parent Engagement											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Monthly Newsletter, Individualized Learning Targets, Pre and Post Assessments, Observation of teacher teams by administration/pd team.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A recent feedback sheet provided to all staff indicates that the Professional Development Committee was well received and teachers are eager to continue this practice. A review of teacher observations indicates that teacher practice in the Danielson components selected by individual teachers, increased as teachers received support by either their colleagues, consultants and/or DOE workshops. The year-end teacher conferences with administration also indicated a trend in teacher satisfaction with the support that teachers experienced from the administration.

In order to continue to foster all staffs’ professional growth, a mid-year conference needs to be conducted to determine if teachers feel supported and how to address those needs.

### **Part 2 – Annual Goal**

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

By June 2016, all staff will engage in Professional Development Activities resulting in a 10% increase in Grades 3-5 Level 3 Proficiency in both ELA and Math.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The P.S. 62 Professional Development Team will create, implement and modify a professional development plan for 2015-2016.	All staff	July-May 2016	Professional Development Team, Administration
Teacher observations will be conducted with a focus on teacher specific Danielson components as determined by individual staff members and their professional development selections	All pedagogues	October- May 2016	Administration
A minimum of 3 individual teacher conferences will be conducted to address teacher’s success and concerns	All pedagogues	September/February 2016/ June 2016	Administration
School wide trends and patterns will be established to determine overall school professional development needs  Parents workshops for homework help and curriculum will be provided to address the trends and patterns identified in student achievement	All students/staff  Parents	October-May 2016  October- May 2016	All staff  Parent Association/SLT/Parent Engagement Committee/Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday professional development, inter-visitation schedule, common planning time, consultants (pending funding), coach, P.D. team											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>MOSL ELA/Math benchmark assessments, December Periodic Assessment, February/March Teacher Assessment, ELA/Math results</p> <p>ADVANCE observations</p> <p>Feedback sheets</p> <p>Professional Development Calendar 2015-2016</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our recent Quality Review feedback states that parents are pleased with the level of communication from the staff and feel welcome at the school. Our Tuesday parent workshops have increased in attendance as parents became aware of the weekly activities. In addition, P.S. 62 has an active Parent Association and SLT in which all parents are invited to participate. Our OORS reports and SOHO reports demonstrate a steady decrease in students engaged in aggressive behavior.

**Part 2 – Annual Goal**

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

By October 2016, a Parent Engagement Committee will be established to increase parent participation in parent activities resulting in a 15% decrease in retention of students in Grades K-2.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>A parent engagement committee consisting of teachers, parent coordinator, administration and parent volunteers will meet 10 times to determine Tuesday parent engagement activities</p>	<p>Parents</p>	<p>August 2015- June 2016</p>	<p>Administration, Parent Engagement Committee</p>

A Needs Assessment for both parents and staff will be conducted to establish workshop topics.	Staff and Parents	September 2015	Administration, Parent Engagement Committee
A year-long calendar of activities will be compiled outlining all activities and personnel responsible for activities and distributed.	Parents	Mid-October 2015	Administration, Parent Engagement Committee
A P.S. 62 monthly calendar of events will be created and distributed	Parents	September-June	Parent Coordinator/P.S. 62 Parent Association
Monthly Parent Association Meetings will be held.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tuesday parent engagement, Parent coordinator, P.A., all staff, entry bulletin board to list daily activities											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Tuesday year-long calendar, monthly calendar, attendance sheets											
January promotion in doubt letters, retention records											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher's College Reading Level/Writing samples/NYS Assessments	Kindervention, guided reading, Award Reading program, Foundations,	Small group, one to one and 15:1 (afterschool)	Grades 1-5: During the school day, afterschool and Saturdays
<b>Mathematics</b>	Math average/NYS Assessments	Guided math, native language,	Small group, one to one and 15:1 (afterschool)	Grades 1-5: During the school day, afterschool and Saturdays
<b>Science</b>	All students in grade 4	Grade 4- Science Lab	Additional teacher with class	During the school day
<b>Social Studies</b>	Social Studies grade average	Guided non-fiction reading	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral, parent request, student behavior	At-risk counseling, family counseling, consulting	1 to 1 and/or small group	During the school day

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• In order to insure that P.S. 62 attracts and maintains highly qualified teachers we:             <ul style="list-style-type: none"> <li>o Attend NYC teacher recruitment fairs/Teach For America</li> <li>o Partnerships with neighboring colleges such as Hostos/Mercy for student teachers</li> <li>o 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.</li> <li>o Utilize the P.S. 62 Professional Development Team to plan and assess the Monday Professional Development Period</li> <li>o Utilize a teacher development coach for support with Danielson Rubric/Teacher practice</li> <li>o Provide teacher teams opportunity to attend NYC Professional Development for new ELA/Math programs</li> <li>o Provide all staff with an opportunity to attend additional workshops provided by District 8, as well as workshops provided by the Office of ELLs and special education.</li> <li>o Utilize Generation Ready consultants for ELA and Math</li> <li>o 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.</li> <li>o Develop partnerships with outside organizations such as:                 <ul style="list-style-type: none"> <li>♣ Morningside Center to address the Social Emotional Needs of students and staff</li> <li>♣ NYCGrows</li> </ul> </li> </ul> </li> </ul>

- ♣ PreK Counts
- ♣ Learning Leaders
- ♣ REP
- ♣ World Vision

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff are provided with professional development opportunities throughout the school year in addition to the Monday professional development block.

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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. In addition, the Parent Coordinator and/or Parent Association members provide additional opportunities for individual parents to visit/receive additional information about our programs

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

P.S. 62 has an established Professional development that supports teacher practices as well as selecting the teacher MOSL for all staff. This team meets over the summer and monthly to insure that all staff have access to specific professional development as well as support with administration, scoring and analysis of all M OSLs.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	643,643.00	X	p. 10, 12, 14, 16, 18, 20
Title II, Part A	Federal	128,998.00	X	p. 12, 18
Title III, Part A	Federal	11,200.00	X	p. 10, 16, 18, 20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,134,302.00	X	p. 10, 12, 14, 16, 18

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 62]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[P.S. 62]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[P.S. 62]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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



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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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 teams 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

### Part C: Professional Development

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.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>062</b>
School Name <b>Inocencio Casanova</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Lisa Manfredonia</b>	Assistant Principal <b>Elias Ortiz</b>
Coach <b>Diana Martin</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jose Camacho/John Lawrence</b>	School Counselor
Teacher/Subject Area <b>Richard Rodriguez</b>	Parent <b>Fanny Black</b>
Teacher/Subject Area	Parent Coordinator <b>Yudis Chavez</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>8</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>788</b>	Total number of ELLs	<b>93</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	93	<b>Newcomers</b> (ELLs receiving service 0-3 years)	78	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0		0			0			0
<b>DL</b>		0		0			0			0
<b>ENL</b>	78	0		15			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	21	12	19	16	14								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1											0
Haitian				1	1									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	5	6	3	7	4	5								0
<b>Emerging</b> (Low Intermediate)	5	4	3	3	3	0								0
<b>Transitioning</b> (High Intermediate)	1	4	3	2	3	1								0
<b>Expanding</b> (Advanced)	1	7	4	5	6	2								0
<b>Commanding</b> (Proficient)	0	1	0	3	1	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				2	2	1	1							0

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

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

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

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

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

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

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

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

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 NYSITELL, the NYSESLAT, Spanish LAB-R, NYS ELA and NYS MATH, TC assessments, and the Spanish DRA. 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 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 the DRA Spanish Reading Assessment for the same purpose. We utilize this data to formulate additional interventions for individual students and to draft instructional plans for the ELL population. For instance, after conducting initial assessments of new admits, which includes a Spanish reading assessment and a Math assessment, the school has determined the need and has created an NLA Support Specialist program to provide Math support to new comers in Spanish five times a week. This determination was made based on the current trend and the influx of new comer students who have demonstrated dominance of the first language and mastery of math concepts in the native language.

The ELL Committee focuses on data gathering, processing and analysis. The AP for ELLs/Data Specialist and 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, planning and utilization of resources will be informed by both hard and soft data. The school has also used data in combination with the new mandates to reorganized the ENL programs by concentrating most ELLS in specific classes to facilitated ENL services and to better address their observed needs as per NYESLAT scores.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL scores analysis suggests that most newcomers in grades K-5 scored at the Entering and Emerging levels across the grades with a few scores distributed among the various proficiency levels. Compared to the 2014 NYSESLAT, the 2015 NYSESLAT data shows that scores have gone down slightly in the various modalities. This is in part due to recent changes to the exam in 2015. In K-1, data shows that students have shown growth in the Listening, Speaking, and Reading subtests. Writing seems to be the area where students need further support and reinforcement. In grades 2-5, The areas of Listening and Speaking seem to have the most growth. Data suggest that students are struggling in Reading and Writing. This pattern continues as students move up the grades with the exception of the usual influx of newcomers during the year. These students usually score at the lowest level of proficiency as per the NYSITELL and subsequently the NYSESLAT since they are first year ELLs from other countries.

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

Current AMAQ Tool does not include updated testing information.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. As evidenced by the Teacher's College and Spanish DRA language assessments, the results show that students in the Entering stage of language acquisition fare better in their Native Language. Being cognizant of these results, the school has made the following decisions: Newcomers will receive small group 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 counterpart 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 the Emerging, Transitioning, and Expanding 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] To provide professional development: For example, familiarizing teachers with the new test structures and academic demands, ENL rubrics, data analysis, etc.
- B] For Data analysis: teachers will identify students' individualized needs based on the different modalities.
- C] To 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] To 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 lessons, 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] P.S. 62 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 an language acquisition issue or a learning disability.

We begin to assess all ELLs new to our school with the NYSITELL and the Spanish LAB-R to determine if ENL/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 ENL 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 the 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 student's new 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. This data is immediately articulated with the classroom teachers and instructional recommendations are given/suggested. Additionally, our school has created a small group Math instructional support program to serve students mostly proficient in Spanish based on the data obtained and the needs identified.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

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

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

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

At PS 62 , the initial identification of ELL students begins at registration time. The ELL Intake Team/The Language Proficiency Team: The ESL Coordinator, Mr. Camacho, the ESL provider, Mr. Lawrence, Ms. Bodden ( IEP teacher), Mr. Gonzalez(Psychologist), Ms. Benitez (Bilingual Speech Provider), and the AP in charge of ELLs, Mr. Ortiz, ensure that the parents fill out the Home Language Identification Survey [HLIS] and that each child is screened for Special Education. If parents indicate that a language other than English is spoken at home and if the child is eligible for testing, the NYSITELL 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, then analyzes the child's responses to the questions asked and makes a final determination.

Starting this year, we have begun to identify eligible students who are currently enrolled in Pre-K and who have pre-registered for Kindergarten. As part of the registration process, parents fill out the HLIS and upon completion, Mr. Camacho makes a determination for eligibility. The eligible children will be given the NYSITELL and upon official registration in September, the school will schedule a Parent Orientation session in which parents will be able to learn about the program choices and make a selection.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Upon registration, all parent and students are interviewed as to the academic history of each child. Parents share information about school history for each child and if necessary, ATS reports are produced. Subsequently, all eligible students are tested with the NYSITELL and the Spanish LAB-R, and a preliminary determination is then made. In order to further assess students, the Spanish DRA is administered and writing samples are collected to further determine the student's reading abilities in the first language before a final determination is made.

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

The process for indentifying students with IEPs is similar to other students. That is, upon registration all students are screened for Special Educcation and for ENL eligibility by the language Proficiency Team. The screening process includes analysis of HLIS responses, parent/child interview, ATS reports, and curent IEPs. Upon registration the team generates ATS reports and SESIS reports in order to gain more information about the students' academic history and to properly identify students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Identification of students is conducted the same day the child registers in our school. Each child is tested and a determination is made wheather the child is entitled or not. Once eligibility has been determined, parents are notified and given the appropriate entitlement letter which they sign on the same day; copies are made and kept in the ENL binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At our initial parent orientation meeting, ELL eligibility is determined and parents are informed of both eligibility and program enrollment. Parents are informed of the program available at our school and their rights to choose other programs not offered at our school. Starting this academic year of 2015-2016 and in accordance to new ELL mandates, parents will be notified in writing of their right to appeal the ELL status of their children and request a re-identification of ELL Status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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 parents first register the child and eligibility is determined, they 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 ENL office if registration is later in the year.
- ENL 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 ENL.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
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 ENL Coordinator or the ELL Supervisor supports the process by further explaining the Parent Survey and the Parent Selection Form and by informing parents of their children's placement rights. Parents are then given the Program Selection forms to fill out and sign. The ENL Coordinator 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. This entire process takes place during registration.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Upon registration all ELL students are identified and parents have an opportunity to complete the Parent Survey and the program Selection Form. All documents are completed by parents and collected by the ENL coordinator during the intake process upon registration, even if later in the year.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Following the student identification and parent selection, all parents are given placement letters informing them that the child has been placed in the program of their choice. This process takes place during registration, the same day the child is registered.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Upon registration, students are identified, tested, and parents participate in a Parent Orientation session, they are given program choice materials in their language of choice, and they make a selection after child has been identified as an ENL student. Immediately after parents have selected the program of their choice, copies are made of all related forms and are placed in the ESI binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each Spring the NYSESLAT is administered to all students who didn't pass the NYSITELL and it will continue to be administered until the students reaches a Commanding Level or scores an Expanding level in the NYSESLAT and scores a level 3 or 4 in the NYS ELA. 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 staff members 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).
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In order to ensure that all parents are both aware of their children's yearly placement and that they continue to have choice, the school sends out all pertinent letters to parents the first week of school. The ENL coordinator provides all teachers of ELLs with letters to send home. In turn, these are copied and placed on file in the ENL Binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 several years, we have seen a trend in parent request for

ESL services rather than bilingual education. It has also been noticed that this continues to be the pattern although the numbers of new admits and their demographics have virtually remained the same. For example, last year 100% of the parents of eligible children in K chose ENL as the program of their choice. A similar phenomena is evident in the upper grades where most parents of new comers have opted for ENL vs. Bilingual for the purpose of expediting language acquisition. It has also been noticed that this continues to be the pattern although the numbers of new admits and their demographics have virtually remained the same.

#### Alignment of Programs Offered

At the beginning of the year, the ENL 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 ENL 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.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

At PS 62 we are currently using the Freestanding ENL organizational model to support our ELL population: Freestanding ENL (Push In/Pull-out). The ENL program encompasses students in Kindergarten through 5th Grade. Students are grouped by both grade and proficiency levels in order to ensure that their needs are being met and that instructional minutes are being provided as per CR Part 154.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students in the K-5th grade are provided with a Free-standing ENL model. This program is serviced by 2 licensed ENL instructors.

The ENL teachers push-in daily. The ENL 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 ENL providers have scheduled a total of eight 45-minute periods in the week for ELLs who are the Entering and Emerging stages of language acquisition, providing the 360 minutes as mandated by Part 154 in English Language Literacy Instruction while integrating ENL and ELA, etc. Students at the Expanding level will 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
Entering	360 minutes
Emerging	360 minutes
Transitioning	180
Expanding	180 minutes

These students are grouped according to NYSESLAT levels and/or grade level. The Entering, Emerging, Transitioning, and Expanding groups are provided with Guided Reading as well as ELA (Reading and writing) instruction utilizing ENL strategies. The ENL instructors push-in to various classrooms to provide support for the students at the Expanding level. Classroom teachers and ENL providers articulate weekly to ensure that the ENL teacher is working on the same literacy skills and strategies as the classroom teacher.

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:

- Listening 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:

- 4 periods per week
- Math support in the Native Language: 4 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 ENL strategies such as TPR, repetition, vocabulary development, use of sentence frames, and visual aids to insure that students are able to communicate and comprehend in English. In addition, All ENL classes infuse ENL strategies throughout their day in all subject areas.

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

### 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 its 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 ENL 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 Mr. Rodriguez, a certified Bilingual teacher. The Go Math internet resources are also used for individual and small group support in the K-5 classrooms inclusive of the ICT and

12-1-1 settings. Teachers can assign homework, activities, and games to reinforce mathematical concepts both in school and at home. Additionally, the ST Math program 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 home 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/DRA 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 ENL providers maintain students portfolios based on current student work and assessments. As part of the portfolios the ENL 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 ENL 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiating instruction for ELL subgroups:

a. SIFE: N/A

b. Newcomers:

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 ENL 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, ENL teachers also instruct newcomers in literacy, totaling 360 minutes per week for students at the Entering and Emerging levels.

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

Developing level.

- Literacy Workshop -

- Guided Reading Support

- Push-in/Pull-out by ENL Teachers
- ST Math in grades 2-4, Imagine Learning, Spanish classroom libraries, Listening Centers, computers, etc.
- Math instructional support, small group instruction
- Extended Day
- Afterschool/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 by 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.

d. Long Term ELL's: N/A

e. Former ELL's:

Students that have achieved a Commanding Level or an expanding level in both Listening/Speaking and Reading/Writing on the Spring 2015 NYSESLAT and a level 3 or 4 in the NYS ELA are no longer required to receive ELL services. These students are considered former ELL's. However, P.S. 62 has opted to follow the progress of these students for two more years to insure that they do not have difficulty transitioning out of their previous programs. Therefore, all former ELL's will be provided with ENL service (90 minutes/week), Imagine Learning access, 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 testing out and will continue to have access to all ELL supports and programs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.  
 In order to ensure consistency of service and to ensure sustainable academic progress for students who are undergoing the re-identification process, the school will continue to provide ENL services until a final determination is made. In case a non-ELL student is appealed, the school will articulate with the classroom teacher and make an initial determination and if, appropriate, we will begin to provide ENL services while the appeal process is finalized. Additionally, all students, whether identified as ELL or non-ELL, will continue to receive key classroom instruction such as Guided Reading and Small group support as well as continue to receive services afforded to all students.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ree-standing ENL 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 ENL 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.

The self-contained classroom teachers also employ special education strategies and small group instruction. The ENL providers have also begun to create individuals 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.

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

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

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

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

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



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

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

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

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

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

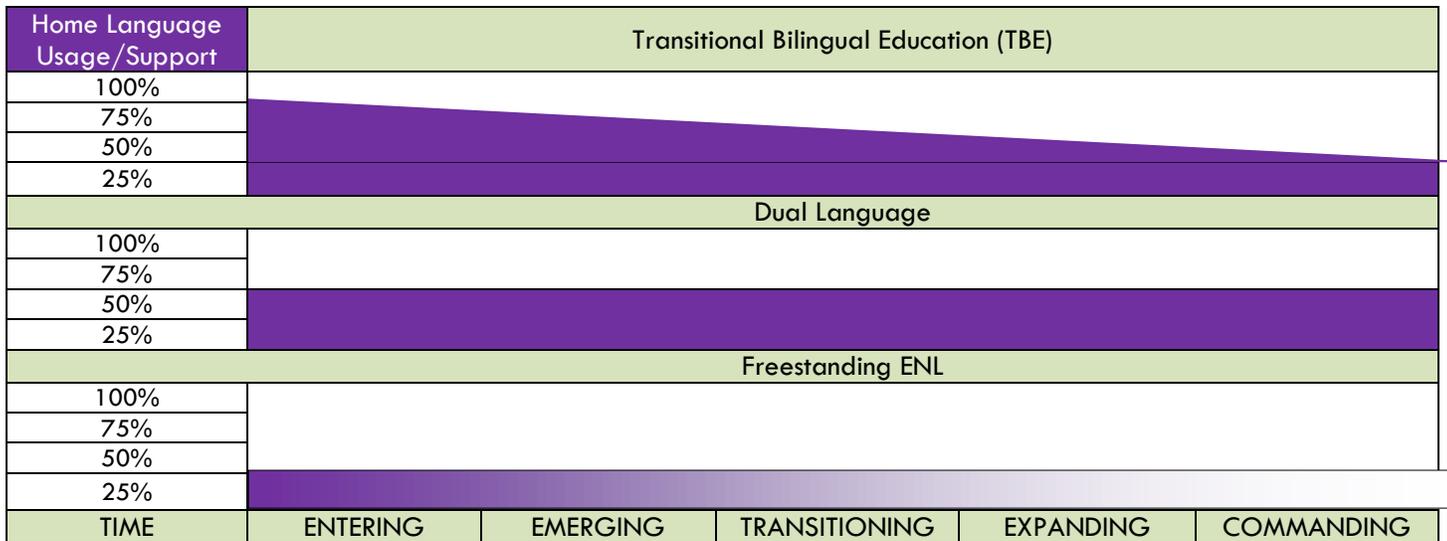


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

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

### 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 spacial 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 ENL 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 also offers intervention in the Native Language through small group instruction and support for newcomers and ELLs who will benefit from Spanish Instruction. This service is provided by Mr. Rodriguez, a certified bilingual teacher.

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

Our current program for ELLs, specifically the freestanding ENL 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 ENL 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 afterschool 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.

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

### Programs of Improvement

This year we are focusing on looking at our current instructional programs in ELA and Math in both Academies in, analyzing this year data, and looking at the implications for instruction of ELLs. Now that we have been implementing the program for two years, we are also focusing on looking at the units of study and creating additional learning opportunities and differentiating instruction for ELLs while infusing ENL strategies and approaches to better support both content knowledge as well as supporting reading and writing development. These strategies would then be extended this year in order to affectuate improvement in language acquisition in all levels.

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

N/A

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

### Equal Access 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 have ELL students have smart boards, centers, Bilingual Corners, 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. In addition, all ELLs have equal access to the school's programs, technologies, and services such as RTI.

All ELL student are represented in and participate in all programs offered at our school just as their counter parts, non-ELL students, do. For instance, ELL students participate in programs such as afterschool programs, Saturday Academies, Physical Education, ST Math (in grades 2-4), Small Group/Guided Reading, class trips, awards assemblies, graduation activities, Respect for All Week, the Olympics, as well as aother schoola ctivities.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our school counts on a variety of materials and resources available to our staff for strategic use in addressing 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, a computer lab, laptop carts, a tecnology classroom for Specials, 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 ENL small group instruction
- Focus in Math
- ST Math
- Go Math On line Resources

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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 4 periods of instruction in their native language. Additionally, all

classrooms have Spanish libraries to support the native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

PS 62 ensures that all services, resources, and additional support provided to students are appropriate to their age and grade level by making sure that decisions are made by teams of staff member inclusive of the classroom teacher, ENL providers, and Special Ed. providers (when appropriate), etc. this is to ensure that the 'experts are included in the decision making-process so that the school can make better decisions for our ELLs.

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

Prior to the 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.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

### 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 Common Core State Standards as key elements in the training and development of our teachers. The school will continue to offer a menu of PD opportunities based on teacher interests and identified needs through observations.

The PD Team will use a staff survey to identify PD opportunities based on specific staff interests and need. The school will use a calendar to schedule all PD learning opportunities for the year. The PD team has developed an A,B,C Menu Professional Development system where Mondays are be used for A=Looking at Assessments, B= Looking at Best Practices, and C= Looking at Curriculum. These menu choices will vary depending on periodic needs assessments, data extrated from the Advance system, observed needs, teacher requests, etc. These Professional development plan will also include activities such as Conferencing, Independent Reading, Guided Reading, ESL Methodology, strategies, and best practices, etc.

The preliminary ABC calendar of Professional Development opportunities include the following

September/October	Assessment (MOSL/TC)
November	Best Practices (ELA Focus: Looking at student work protocol, Balabnce Literacy: Conferencing,
	Share reading, Guided Reading, Independent Reading).
December	Common Core & DanielsonMath Focus
January	Assessments/Needs Assessment for February
February/March	TBD: Curriculum
April	ELA/MATH Prep
May/June	Assessment: MOSL Scoring/Chancellor's PD

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 inclusive of ELL-specific data streams. Classroom teachers, will be able to participate in professional development activities with the ENL providers during their common planning time on a regular basis. The school will continue to train all teachers around the new Common Core ENL Standards. Additionally, teams of teachers are sent to PD opportunities outside of the building in order to learn new and more effective strategies and instructional practices. These teams will in turn, present this information and provide PD to our staff. For instance, a team of three teachers from 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade was sent to a Math PD with a concentration on ENL strategies and returned to school and turned keyed this infdormation to the entire staff.

The ELL team will also conduct training onsite while teachers will be sent for training offered through the Office of ELLs. 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 ENL Classrooms

  - Language Development Strategies/Language Functions

  - The NYSESLAT: New expectations, Test format, testing bands, etc.

  - ENL 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

In addition, members of our ENL/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. Lastly, All teachers of ELLs will fully participate in all calendar PD opportunities as describe above.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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 in meeting 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 6th 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. In order to continue to provide our social worker with opportunities to enhance her own learning and practice, the school will identify Professional development opportunities for specific for social workers while identifying learnig opportunities related to ELLS stduents both inhouse and offsite.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order for our school to meet PD requirements and in order to keep Both Bilingual teachers and ENL teachers abreast of current reseacrh and ENL best practices, the school will continue to conduct professional development focused around pertinent topics such as stages of Language Acquisition, alignment with core content area instruction, recognizing Language development Needs vs. Special Ed Disabilities as best Practices for RTI, ENL Best practices, co-teaching strategies and integrating language and content instruction for English language learners. These PD opportunities will be offered as part of our Monday PD opportunities, Lunch and Learns, PD Days, etc. All Agendas, attendance sheets, and minutes will be collected and place in the ELL Binder.

### C. Parental Involvement

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

In order to ensure that parents remain well-informed of the academic status of their children, the classroom teachers and the ENL providers meet with individual parents during Parent Teacher conferences. Both the classroom teachers and the ENL providers also use Tuesdays afternoons for scheduling individual meetings with parents to discuss academic standing, assessments results, goals, areas of focus, etc. Staff members communicate with parents through a variety of media such as the telephone, written letters, and emails.

Additionally, the school is going to schedule two semi-annual individual meetings with all parents of ELL students to discuss the overall/holistic academic performance of each child. During these meetings, parents will be informed of the child's progress in all four modalities and his/her performance compared against the 4 ENL rubrics. Additionally, the ENL providers will share the academic goals for each modality as well as recommendations for language development in the content areas.

All meetings between parents and staff members will be memorialized with an agenda, participant signature, and/or meeting minutes. These documents will be placed in the ENL binder.

All meetings with parents will include translation services by either the ENL coordinator, parent volunteers, and/or the Assistant principal for ELLs. If and when necessary, not applicable at this time, the school will utilize services provided by the office of translation services in order to accommodate parents who speak languages other than Spanish (PS 62 staff are able to translate to Spanish).

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

Paste response here:

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

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 language 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.

The school continues to foster parent-school connections through activities such as:

- Parent teacher conferences
- Super Tuesday activities for parents which include:
  - Tuesday individual conferences between staff members and parents
  - Tuesday grade-wide activities with parents
  - Reading/Writing strategies
  - Healthy Eating
  - ST Math for 3<sup>rd</sup> Graders
  - Mind Lab
  - Spelling Bee for parent
  - Speech and Languages
  - Arts and Craft
  - Parent involvement: how to become more involve in your child's education
  - Crochet Clases/PS 62 Quilt (Base on school community)
  - Calming/Parenting Techniques
  - What's Going on in Pre-K
  - Physical Ed. Fitness Gram

- Thanksgiving Diner
- Educational Awareness
- Math Strategies
- Compliance for ELLs                      - Game playing as an educational tool
- Cultural Day
- ELL Strategies

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school will also seek out partnerships with CBOs in order to provide workshops and afterschool 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.

5. How do you evaluate the needs of the parents?  
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. Additionally, Parents are informed through Monthly calendar of activities, meetings, etc. at the school. Ms. Chavez, our Parent coordinator served as a key role in the school efforts to both communicate with parents, assess their needs and wants, and in insuring their involvement. Ms. Chavez, along with the PA president and several members are fluent in Spanish and ensure that translation services are available for all parents.

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

6. How do your parental involvement activities address the needs of the parents?  
The school actively seeks out opportunities to engage parents in the academic lives of their children as well as addressing their needs. Parental Involvement begins as early as registration when the school utilizes the ENL coordinator, the Parent Coordinator, The ENL Provider and the AP in charge of ELL as well as other volunteer parents to assist new parents. Additionally, New parents go through an orientation and interview process in order to gain information about family background, etc. Other activities are also set up to fully engage parents in areas such as academic, decision making for the school and for their children. For example, 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.

#### **D. Additional Information**

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

Paste response here:



**School Name: PS 62**

**School DBN: 08x62**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Manfredonia	Principal		11/12/15
Elias Ortiz	Assistant Principal		11/12/15
Yudis Chavez	Parent Coordinator		11/12/15
Jose Camacho	ENL/Bilingual Teacher		11/12/15
Fanny Black	Parent		11/12/15
John Lawrence ENL	Teacher/Subject Area		11/12/15
Richard Rodriguez	Teacher/Subject Area		
Diania Martin	Coach		11/12/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **08X062** School Name: **Inocensio Casanova**  
Superintendent: **Karen Ames**

### Before you begin, please check the following:

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

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

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

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

---

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

P.S. 62 utilizes the HLIS to determine the various languages spoken at P.S. 62 as well as conducts in person interviews with parents as needed.

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

Spanish, Arabic, Haitian Creole

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents that are sent home are translated by the designated P.S. 62 translator or through the DOE website if available.  
Newsletters, Principal communication, monthly calendar of events, DOE documents, trip permission slips, afterschool letters.

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

The following dates are designated for PTC and curriculum nights:  
September 17, November 5, March 3 and May 12.  
All office personnel, counselors and an Assistant Principal are bilingual (Spanish) and are available for translation at anytime.

### **Part C: Providing Language Assistance Services**

---

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

Documents are requested for translation via the P.S. 62 translator. All staff have access to this service. In addition, the Assistant Principal and Parent Coordinator are available for written translation. If the need arises for translation not provided through the DOE, an interpreter may be requested via translation unit.

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

As stated P.S. 62 utilizes in house staff for Spanish translation. If the need arises we contact the Translation Unit for other languages.

### **Part D: Training Staff on Policies and Procedures**

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

The school community has been informed of translation services via the September 8, 2015 staff conference. Email is utilized to request document translation from our school based translator.

### **Part E: Providing Notice of Language Assistance Services**

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

#### Checklist of Notification Requirements

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

All materials are posted in the main lobby and main office. In addition, the parent coordinator is available to assist parents with any interpretation services that they may require.

### **Part F: Monitoring and Quality Control**

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

The parent association conducts an parent survey.