



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 536

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X536

PRINCIPAL: SASHA MEDINA **EMAIL:** SMEDINA10@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sasha Medina	*Principal or Designee	
Karen White	*UFT Chapter Leader or Designee	
Pamela Colon	*PA/PTA President or Designated Co-President	
Wanda Garcia	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carolyn Fields	Member/ Chair	
Linda Matos	Member/Teacher	
Cynthia Moy	Member/ Teacher	
Maribel Rivera	Member/ Parent Coordinator	
Daniata Lincoln-Johnson	Member/ Parent/ Time Keeper	
Cliff Hill	Member/ Parent	
Keysha Thomas	Member/ Parent	
Melanie Colon	Member/Parent	
Daheim Byron	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 90% of the teachers will participate in professional collaborations on grade levels and across grade level teams using an inquiry approach that promotes shared leadership and focuses on improved student outcomes evidenced by teacher portfolios.

Comprehensive needs assessment

Initial teacher surveys stated that the teachers need to be engaged in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The focus of the professional development will be to deepen the teachers knowledge in the teaching of reading and writing instruction; to provide professional development on the Common Core Standards in literacy and math and the project based approach.

Instructional strategies/activities:

Teachers will be provided with the opportunity to participate in a variety of study groups based on their identified needs, their professional goals. Teachers will continue to deepen their knowledge in literacy, math, technology and inquiry based learning in science and social studies.

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

Activity #1- Weekly Grade Level Meetings

- b) **Professional Development:** Professional learning is embedded within the school day as well as during extended day hours. The principal, Instructional Coach, and IEP teacher will serve as facilitators as well as participants in weekly professional development sessions. Professional development will include reflection, discussions about practices, teachers using data to inform and differentiate instruction to target the specific needs of each student. Every week, teachers will meet on and or across grade levels and participate in a variety of professional development and collaborative planning: looking at student work and data collaboratively to determine next learning goals for the grade, their classroom and for individual students.
- c) **Target Population(s):** All students K-2.
- d) **Responsible Staff Members:** Principal, Instructional Coach, External Staff Developers and Special Education Coordinator
- e) **Implementation Timeline:** September 2012 through May 2013

Activity #2- Inquiry Teams

- **Creation of a Data Room:** A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate

discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.

- *Target Population(s): All teachers and instructional support staff*
- *Responsible Staff Members: Principal, Instructional Coach, Special Education Coordinator*
- *Implementation Timeline: Fall 2012*

Strategies to increase parental involvement

- *The school will create a parent resource library with user-friendly instructional materials and guides (e.g. New York Kids Learn).*
- *The Parent Coordinator and principal (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
- *Parents will be encouraged to be part of the decision making process of the school.*
- *Parents will be trained on how to use ARIS Parent Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified early elementary teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- *School will work closely with CFN 534, other schools, and Turnaround For Children to help support efforts and professional development initiatives.*
- *Literacy Coach to provide professional development aligned to the CCLS*
- *Teacher per session for curriculum mapping and differentiated professional development.*
- *Title I guidance counselor to provide support services to at-risk learner*

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, and human resources were used to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session allocation differentiated professional development.*

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, 90% of the “at risk” students will be provided with targeted interventions to meet their specific needs in reading and math as measured by the Fountas and Pinnell Reading assessments and Everyday Math assessments.

Comprehensive needs assessment

Based on initial information from phase out school, PS 102 and as measured by the Fountas and Pinnell Benchmark Periodic Assessments given in Fall 2012, teachers and instructional support staff will identify “at risk” students. Early identification of low performing students is key to ensuring that all students achieve at high levels and make progress across content areas. PS 536 has a large population of students with disabilities and English Language learners. Presently, PS 536 has 2 self contained classes (one of them bilingual), 1 CTT class, general education students who receive related services, as well as 3 bilingual classes, one on each grade.

Instructional strategies/activities

Action Plan

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- e) strategies/activities that encompass the needs of identified student subgroups,
- f) staff and other resources used to implement these strategies/activities,
- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- h) timeline for implementation.

Activity #1- AIS Support

- *AIS Support:* All “at risk” students will be provided with a targeted intervention to meet their specific needs based on initial data. The effectiveness of the intervention will be monitored to determine its effectiveness by the

Academic Intervention Team (the principal, Instructional Coach, classroom teachers and Special Education Coordinator). The AIS teacher will work with “at risk” students in grade 2. She will work with students one on one, in small groups, and push in the classrooms to work with at risk students in small groups.

- *Target Population(s):* At risk students
- *Responsible Staff Members:* Special Education Coordinator, Instructional Coach, Principal
- *Implementation Timeline:* September 2012- June 2013

Activity #2- Classroom Differentiation

Professional Development and Support: All students, especially those “at risk”, will be provided with differentiated small group instruction to target their specific needs. The AIS Team will monitor the progress of each student monthly and instruction will be modified as needed. (September 2012-June 2013). The classroom teacher in collaboration with the principal, Instructional coach, and special education coordinator will look at assessments which will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the interventions that are provided. Data will be used to set high learning goals and to develop plans for improving student learning. (Monthly October 2012-June 2013)

The Response to Intervention Team will meet weekly to discuss students that teachers are concerned about or have been identified as “at risk.” The team discusses students that come before the team to determine if a student might need to have a speech, OT or other screenings or other interventions.

They determine if a student might need to be provided with “at risk” counseling or other services. Interventions are suggested to teachers and the intervention is monitored by one of the team members.

- ***Target Population(s):*** At risk students
- ***Responsible Staff Members:*** Special Education Coordinator, Instructional Coach, Principal
- ***Implementation Timeline:*** September 2012- June 2013

Strategies to increase parental involvement

- *ELA, ELL, Parent Coordinator, and Instructional Coach teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *Parent Coordinator will host relevant workshops for parents.*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
- *Parents will be trained on how to use ARIS Parent Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Teachers work with principal to create professional goals that align to CEP goals.*
- *Teachers work with Instructional Coach and Principal to create, maintain and monitor student goals focused around CEP goals.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- *School will work closely with CFN 534, other schools, and Turnaround For Children to help support efforts and professional development initiatives.*
- *Literacy Coach to provide professional development aligned to the CCLS*
- *Teacher per session for curriculum mapping and differentiated professional development.*

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, and human resources were used to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session allocation for after school programs and differentiated professional development.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, 80% of all students will make at least 1.5 years progress as measured Fountas and Pinnell reading assessments.

Comprehensive needs assessment

Based on initial information from phase out school, PS 102 and as measured by the TCRWP Benchmark Periodic Assessments given in Fall 2011, and Fall 2012 more than half of the students of PS 536 are below grade level and need to make significant gains to catch up.

Instructional strategies/activities

Responsible staff: Principal ; Assistant Principal; Math Coach; Literacy Coach; All teachers ; Reading

Activity #1- Access to School wide Differentiation

Renzulli Learning System-will provide weekly differentiated instruction based on each student's interests and learning styles. (January 2013-June 2013)

- .FUNdations* Phonics Program-is a multi sensory phonics program (September 2012- June 2013) used in every classroom.
- The school social worker and school principal will have lunch groups to support at risk students.
- The Response to Intervention Team will meet twice a month to discuss students that teachers are concerned about or have been identified as "at risk." The team discusses students that come before the team to determine if a student might need to have a speech, OT or other screenings or other interventions. They determine if a student might need to be provided with "at risk" counseling or other services. Interventions are suggested to teachers and the intervention is monitored by one of the team members.
- *Target Population(s): All students*
- *Responsible Staff Members: Special Education Coordinator, Principal, Instructional Coach, Classroom Teachers, School Social Worker*
- *Implementation Timeline: September 2012- June 2013*

Strategies to increase parental involvement

- Learning Leaders work with classes to provide more adult support for groups and individual students.
- Monthly bilingual family workshops facilitated by the Parent Coordinator and Instructional Coach focusing on strategies to use at home for increased student achievement

Strategies for attracting Highly Qualified Teachers (HQT)

- **Ongoing support and supervision form out of classroom instructional staff.**
- **Time to plan and work with each other throughout the week.**

Service and program coordination

- **School will work closely with CFN 534, other schools, and Turnaround for Children to help support efforts and professional development initiatives.**
- *Literacy Coach to provide professional development aligned to the CCLS*
- *Teacher per session for curriculum mapping and differentiated professional development.*

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, Title III, Race to the Top, Title III, SIIG Funds and human resources were used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2012-June 2013 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**
- **Salaries for Instructional Coach and Special Education Coordinator.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	N/A	N/A	4	N/A
1	10	10	N/A	N/A	N/A	N/A	10	N/A
2	10	10	N/A	N/A	N/A	N/A	10	N/A
3	20	20					7	N/A
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Student literacy needs are addressed through small group, intensive guided reading sessions. These sessions include the use of a Balanced Literacy program and Wilson strategies which include a specific focus on phonological awareness, letter and sound identification, decoding skills, comprehension skills, as well as fluency skills. These groups are currently held throughout the school day. At risk students are targeted and provided an additional guided reading group twice a week by the classroom teacher.</p>
Mathematics	<p>Student mathematical needs are addressed through an ongoing data collection method common of student Math Portfolios. Through the Envision Mathematics program the end of the unit tests are administered to the students and analyzed by individual teachers as well as the administration. The analysis continues to provide areas of improvement and areas of need. As the data is received small guided math groups are implemented to support differentiated targeted instruction. Teacher observation/anecdotal records are also administered to identify the strengths and weaknesses of the instructional plans. Grade specific common planning sessions are also designed to support the embedded school program.</p>
Science	<p>The Harcourt core program supports standard based instruction with an emphasis on hand on, interactive thematic units. To support at risk students, technology science websites aligned with the thematic units will be integrated into the core program. An emphasis on science vocabulary, synthesizing text to deepen knowledge and the development of discovery based inquiry and process skills will be the vehicle in which we will reach the at risk , average and above average students.</p>
Social Studies	<p>Social Studies is taught through thematic units and projects that include multi-sensory experiences, reading, writing and vocabulary concepts. Some activities that are designed to meet the needs of all learners in the social studies curriculum include exposure to fiction and non –fiction books, interactive read-alouds, poems, rhymes, big books, interviews of people, field trips, shared writing with graphic organizers, brainstorming, and learning through art. The inclusion of one period a week of the Music Together program is designed to foster community building and support social studies content area through music.</p> <p>The above activities are carefully planned to include the needs of all learners through the multiple intelligence model of learning.</p>

At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<p>Individual Counseling/ At risk Services included:</p> <ul style="list-style-type: none"> • Individual/Group Short Term Counseling Providing Preventive Services • Conflict Resolution • Crisis Intervention • Classroom Visits • Meetings, Phone Conversations with Parents • Meetings with Parent, Teacher, and Principal • Parent Workshops • OORS (Online Occurrence Reports) Reporting • Provide Community Referrals when needed
At-risk Health-related Services	The nurse administers asthma treatments as needed to children who have documented 504's. She also administers daily prescribed psychotropic medications.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 an opportunity to connect with external organizations, learning activities and various multicultural institutes;
- 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/ Ben Waxman	District 12	Borough Bronx	School Number 536
School Name PS 536			

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

Principal Sasha Medina	Assistant Principal
Coach Carolyn Fields	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area Solivette Dacunha	Parent
Teacher/Subject Area Yovanka Espinal	Parent Coordinator Maribel Rivera
Related Service Provider Cynthia Moy	Other Karen White
Network Leader	Other

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	261	Total Number of ELLs	46	ELLs as share of total student population (%)	17.62%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

PS 536 is a new K-2 school and therefore does not have SIFE students, long-term ELLs, or standardized testing grades. The Instructional Coach, Carolyn Fields or the second grade bilingual teacher, Solivette Dacuhna will be responsible for intake of students which includes administering the Home Language Survey and the informal oral interview. Both teachers are fluent in Spanish.

When a student enters PS 536 as a new admit (either as a Kindergarten student or as a transfer from outside the city of New York), the Parent Coordinator, Maribel Rivera, works collaboratively with a bilingual pedagogue to determine the home language identification. The bilingual teacher conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS), as an initial screening for languages other than English spoken at home. If the Home Language is determined to be other than English, the language code is entered on the HLIS. Only those new students with a Home language other than English are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam within 10 days of admittance. When a student enters PS 536 as a transfer s/he is screened using ATS to see if a home language code has been entered by another school in the New York City Department of Education (NYCDOE). If a language other than English has been entered, the student's information is then checked to see if s/he has ever been administered the LAB-R exam. Based on those results, the student is either tested or placed in the appropriate setting. If the student was given the LAB-R and tested as a proficient speaker of English, the code "N" will appear in the student's exam history indicating that they are "not eligible". The NYSESLAT test will be administered in the Spring to assess progress for all ELLs annually.

2. Upon registration parents of potentially ELL students will be given a complete orientation to the city's language programs, including TBE, Dual Language, and ESL services. They will view the video offered in all languages relevant to our population (Spanish, Bengali, and Arabic) and the Parent Coordinator and Solivette Dacuhna, the bilingual teacher, will be available for translations as well as support. The bilingual pedagogue assists the parents in completing the parent selection form. Then the entitlement letter is sent to ensure proper placement for each child.

The Parent Coordinator, Maribel Rivera will ensure all families are receiving the information they need through frequent written communications (monthly newsletters and calendars in appropriate languages) as well as through monthly workshops and family events at the school.

3. In New York City, there are three distinct types of ESL programs available to students which are listed below:
- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible. The ESL instructional materials in the program includes: native language books, posters, and other materials. The students have access to an audio lab with native language resources and rich resources via the internet. The ESL teacher also communicates with the parents using native language materials where available. The ultimate goal of this program is that the student achieves a proficient level of English in all four language modalities.
 - Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the

school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student's home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.

- Dual Language (DL) Program – The key features of the Dual Language program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year, usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

At PS 536 we have TBE on each grade level currently. Upon registration, parents are given a survey discussing the options for ELL support. Based on parent preference, entitlement letters are given out for specific programs. All letters are also kept on file.

4. All brochures, information, and forms will be disseminated in the parents' native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at PS 536, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled.

The principal and TBE teachers are responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the

parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and returned. If after letters are sent home without a response, second and third attempt letters are sent. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices

and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

Parent Choice at PS 536 Parent Orientations are conducted throughout the year for the parents of newly enrolled English Language Learners to provide

them with information about the appropriate programs for their child based on the LAB R assessment.

5. As a school in its first year, no patterns have yet emerged about parent choice.

6. Programs will be adapted to meet the needs of the families in the community as needed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	35	0	11							35
Dual Language	0	0	0							0
ESL	11	0	0							11
Total	46	0	11	0	0	0	0	0	0	46

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17		18											35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	0	18	0	35									

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		11												11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	0	11										

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. In order to meet the needs of the students and their families, a Transitional Bilingual Program is being implemented. Research has shown that there is an academic divide between students who speak a language other than English as their native language and native English speakers. (Goldenberg, Claude, American Educator, 2008) This divide follows most students through their school years and into their working life. The purpose of education is to prepare students for college and career and in order to do that, studies have shown that leaning to read in one's native language promotes reading achievement in a second language (in this case, English). The school will honor

A. Programming and Scheduling Information

parent choice of program.

b. The TBE program is Kindergarten and second grade only, in order to build a foundation of knowledge in the native language with which to build for the older years. Students will engage in daily English Language Arts as well as Spanish Language Arts. Students will have native language support throughout the day as well. Parents will be invited into bilingual activities as well in order to build community and help promote learning outside of the school day.

Comprehension skills are taught using ESL strategies and native language supports. Our students are taught writing skills as well as the conventions of print. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading, guided reading and writing. Instruction is provided in two languages according to the model of the Transitional Bilingual Program as per CR Part 154. All curriculum and instruction is parallel to the ELA and NLA standards as well as ESL scaffolding methodologies. Classes are heterogeneous in terms of language proficiency. Students who are identified as ELLs in the 1st grade are serviced as a push-in model and serviced by our certified bilingual teacher.

Students enrolled in the TBE program were serviced by the following teachers: Kindergarten, Ms. Matos - certified bilingual teacher, and 2nd grade - Ms. Dacunha - certified bilingual teacher. The first grade ELL students were serviced by Ms. Matos in a push-in model to receive the mandated ESL periods, according to Part 154.

2. Instruction in literacy and the core curriculum is provided in accordance with the program models and levels of English language proficiency.

Content area instruction is rigorous. The classroom environments support risk taking and there is evidence of strong oral and written language throughout the school. At PS 536 we have begun a widespread Project-Based Curriculum. This type of student-driven instruction has given the students ownership over their learning and a set of tools for research which will service their academic disposition throughout

their entire scholastic career. Teachers at PS 536 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically. Native language support is used to help students acquire proficiency in

the English language as articulated by the school LAP, NYSESLAT, as well as the LAB-R. ESL, ELA, NLA and content area instruction in all

classrooms is informed by the NYSESLAT scores and other assessments, and meets the requirements of CR Part 154.

3. Classrooms are organized to provide student centered instruction and flexible grouping has been implemented. The school and classroom

libraries provide students with a rich collection of authentic literature and resources in native languages. Instructional materials, teacher schedules, student writing and projects as well as student data that demonstrate that there is quality instruction on each grade level are on display around the school. Students have access to technology in the library and in their own classrooms. Differentiated instruction is a driving force at PS 536 in giving the ELL population of students the support they require to succeed. ESL instruction is implemented using current research-based strategies, especially using the SIOP model. Teachers are provided with support in keeping up-to-date with the most current

pedagogical theories with substantial administrative offerings; teachers are given the opportunity to join various study groups, cabinets, and

other groups which allow them to discuss, debate, and learn from other teachers and administrative leaders. This is done through weekly department meetings focusing on our ELL population, Inquiry teams, and QTEL and SIOP trainings given internally and externally.

Instructional materials and books are standards-based and age appropriate. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ESL and NLA instruction

uses the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students. The Transitional Bilingual Program provides native language (NL) instruction in the content areas. Content area instruction is provided in both languages and is aligned with all the standards.

4. PS 536 is an early childhood school and has grades PreK-2. The

following assessments are used: Teachers College Assessments, NYSESLAT, LAB-R, monthly guided reading reports, writing samples, student

projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 536

A. Programming and Scheduling Information

are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning. Teachers meet on their grade level as well as across grades in departments (special education/bilingual/general education) every week.

5. SIFE AND LONG-TERM ELLs

As a K-2 school, PS 536 does not have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 536 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the event that PS 536 ever has SIFE or long-term ELLs.

PS 536 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is

differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress. These students are serviced through our push-in model by Ms. Matos.

NEWCOMERS

Beginning (newcomers) as well as intermediate students receive 90 minutes of ESL daily (360 minutes per week) in their classroom by their bilingual teacher

. Advanced students receive

180 minutes of ESL instruction per week. The TBE program offers these same amount of ESL instruction in addition to 45 minutes of Native

Language Arts daily as well as content area instruction in English with support in Native Language as needed.

At PS 536 all students learn using the workshop model which includes read alouds, shared reading, guided writing, shared writing, interactive writing, and word study. Students also take part in project-based learning.

ELLs RECEIVING SERVICES 4-6 YEARS

As a K-2 school, PS 536 only has students receiving services for 4 years or longer in the event that an ELL is held over. When this occurs, teacher-led focus groups gather to discuss and observe these students using an inquiry-based approach. After meeting with the student's classroom and out of classroom teachers, they use their observations and assessments to inform their instruction when differentiating lessons

for those students. The AIS teacher, Cynthia Moy, is also included in the individualized observation process of these students who have been held over.

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 536 does not have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 536 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the event that PS 536 ever has SIFE or long-term ELLs.

6. PS 536 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is

differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress. these students are serviced through our push-in model by Ms. Matos.

7. We have classes with students with disabilities 12:1:1 class. These students are serviced by our push-in model by Ms. Matos. We also provide the class a bilingual BPS para in order to better support all students, including those with special needs to ensure all students learn appropriately in the least restrictive environment with the most support and guidance.

Courses Taught in Languages Other than English

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

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

- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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

B. Programming and Scheduling Information--Continued

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

8. PS 536 has an extended day program focusing on intervention services for ELLs as well as other students in need. We differentiate according to skill and need of individual needs of students. PS 536 has AIS services for all students at risk. AIS is offered in English as well as Spanish.

9. As a new school, PS 536 is still planning for the students with continuing transitional needs. We will maintain our TBE program as well as extend it to the grades moving up continuing to hire certified teachers in this areas in order to support our students as they grow. This year we were unable to find a bilingual special education teacher to service our 11 special education students; therefore they receive ESL service through a push-in model by Ms. Matos.

10. As PS 536 grows, we will look to hire a bilingual coordinator as well as an ESL teacher to better meet the needs of all our students. Our TBE program will remain intact and grow for as long as it serves the community and the parents opt into it.

11. As PS 536 is in its first year, no programs will be discontinued. We are still gathering data on effectiveness and trying to grow our programming.

12. All English Language Learners in all grades are offered after school programming provide by Kids Creative, a partner CBO focusing on peacebuilding, conflict resolution, and prosocial behavior management through the arts and musical theater. Through afterschool our students will be encouraged to work with each other (across traditional grade levels as well as classes) to build and perform original works, building their capacity as learners and leaders in their native language as well as English.

13. ELLs are currently supported in their classrooms by bilingual libraries and certified bilingual teachers. PS 536 has very little technology at this point, but as a new school we are working on having computers in every room, SMART Boards in the bilingual classrooms and listening centers (at least 2 per room) in each classroom in order to support differentiated instruction as well as individualized academic support for our ELLs.

14. Native Language is taught each day in our two bilingual classes by the bilingual teachers as well as the bilingual BPS interns.

15. ELLs in need of support services (Speech, OT, PT, SETTS, AIS, etc.) are served in the language designated on their IEP unless the parents have asked for services to be provided in English (as with guidance).

16. PS 536 is in its first year so there was no program for incoming ELLs. We are trying to plan for a summer intensive for all new admits into the school, but the planning for that is currently in the planning phase, not yet ready for implementation.

17. PS 536 offers no language electives at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All teachers will be trained in ESL strategies before the beginning of the school year, in particular using the SIOP model. Teachers will have opportunities to meet and plan with other professionals working in bilingual settings in order to share sound teaching practices and specific and strategic examples around instruction. Three teacher groups will take place before the beginning of the school year. One will focus on literature around the bilingual movement. The second group will serve as a planning committee. This team will serve as the leaders for the school in terms of parent involvement, events throughout the school year, and communications with the community. The final group will serve to evaluate the curriculum and unit assessments to make sure it is appropriate and rigorous enough for all students. This group will re-evaluate the curriculum and formative assessments throughout the school year and make adjustments according to the data that emerges about teaching and learning at the school as it relates to specific student needs.

2. PS 536 is a Pre-K through second grade school. Our students will not be transitioning to middle school.

3. All teachers, not specifically TBE teachers, and paraprofessionals, and administration have worked on and across grade levels with QTEL trainings as well as the Network supported SIOP model.

E. Parental Involvement

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

1. As a New School, parent involvement is crucial for the success of any program. Brochures have been made about the school and the TBE program and given out in Spanish and English. Parents and families will be invited to at least two events at the school which will explain the bilingual supports available. Families will also be invited to Spanish as a Second Language classes (for native English speakers) as well as English as a Second Language classes (for native Spanish speakers) in order to help bridge the gap between home languages and encourage collaboration and communication. On-going communication in the form of family meetings and events, flyers home, newsletters, celebrations, and meetings will be in Spanish and English.

2. We are partnering with many CBOs. In particular, Art Strides and the National School Climate Commission will provide family workshops for speakers of many different languages.

3. Parents will be encouraged to give feedback on the program and its effectiveness periodically through surveys which can be responded to verbally through the Parent Coordinator, or written in traditional survey form.

4. Activities will continue to be planned with the parents, active members of the PTA and SLT and other interested family members. This will continue to help ensure that our school activities are meeting the needs of all parents and include parent choice as well as encourage parent leadership and engagement.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	4	11	0										25
Intermediate(I)	7	7	6	0										20
Advanced (A)			1											1
Total	17	11	18	0	0	0	0	0	0	0	0	0	0	46

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

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

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

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

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

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

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

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

1. Currently PS 536 is using the TCRWP as well as Fountas and Pinnel as ELA assessment tools. We only have baseline data and ongoing formative assessments at this time. As a new school we plan to look at all of our data from this first year and plan for next year accordingly. An ELL inquiry team has already been formed and will continue throughout the summer in order to dissect our first year data as well as plan for the roll out of the programs as we grow.

2. Any patterns that have emerged were from PS 102, the phase out school. We will use this first year to gather data and adjust our programs in order to meet the needs of our students. We will then use the data to inform future decisions, such as whether to continue with specific programs (TBE), change programs (stand alone ESL, Dual Language), and how to support families and students more effectively.

3. Any information gotten from the NYSESLAT will be used to inform decisions and help us as a school develop instructional priorities. At this time, students need more support with Reading and Writing, which is a pattern and trend we are noticing across grade levels throughout the school.

4. a. One pattern in the data that seem to be emerging at this early date is that students are struggling with reading and writing more than with listening and speaking, which is to be expected at this date. We are working in focusing on differentiation for all students as well as guided reading as a way to move all students to proficiency and beyond.

b. The principal and teachers are engaged in communication about the ELL data throughout weekly department and inquiry team meetings and plan for future programming and goals accordingly.

c. PS 536 is in its first year and is trying to gather as much data as possible on all of the students. We are using data from PS 102 (the phase out school where many of our students have come from) and gathering our noticings for future conversations about programming and adjustments.

5. N/A

6. PS 536 is a new school and currently an early childhood setting with grades PreK-2. The following assessments are used to evaluate ELL success: NYSESLAT, TCRWP, LAB-R, Spanish LAB, reading assessments, conferencing notes, collaborative assessment of student progress in teacher / service provider meetings, monthly guided reading reports, writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 536 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning.

Additional Information

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

For the upcoming school year 2012-2013, we will do our best to hire a bilingual coordinator and certified bilingual and ESL teachers to service our upcoming ELL population.

Part VI: LAP Assurances

School Name: <u>PS 536</u>		School DBN: <u>12X536</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sasha Medina	Principal		11/18/12
N/A	Assistant Principal		11/18/12
Maribel Rivera	Parent Coordinator		11/18/12
Yvonne Mcawley	ESL Teacher		11/18/12
	Parent		11/18/12
	Teacher/Subject Area		11/18/12
	Teacher/Subject Area		11/18/12
Carolyn Fields	Coach		11/18/12
	Coach		11/18/12
Karen White	Guidance Counselor		11/18/12
Ben Waxman	Network Leader		11/18/12
	Other		11/18/12
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X539 **School Name:** P.S. 536

Cluster: **Network:** CEI PEA 534

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

Part A: Needs Assessment Findings

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

At Public School 536x, 27.06% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into the dominant language in our school, which is Spanish. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish, Arabic, and Chinese.

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

Of over the seven languages spoken at Public School 536X, our dominant languages are Spanish and Arabic. Oral translation are made available in Spanish, Arabic and Chinese through our multi-lingual staff members, which include the Bilingual / ESL Coordinator, Parent Coordinator, Administrator, teachers, para-professionals and school aids on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed. Our findings indicate that 47% of our ELL student population indicate that Spanish is their home language. The school regularly translates all home letters into Spanish.

Part B: Strategies and Activities

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

As indicated in Part A, at Public School 536X, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by our multi-lingual school personnel. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed.

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

As indicated in Part A, at Public School 536X, non-English speaking parents are provided oral interpretation services through translations by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success. P.S. 536 also employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis
- o The use of the DOE's Translation Unit whenever required
- o The school's phone system is equipped with a Spanish language option

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

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 536	DBN: 12X536
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman (CEI-PEA #534)
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

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:

Public School 536 will implement an ELL Saturday Academy program which will combine academic interventions for our ELL students in both ELA and MATH. Staffing for this program will consist of three certified bilingual or ESL teachers and one supervisor, since it will be the only program being operated during this time. The supervisor will provide administrative responsibilities, including safety and instructional leadership support to all staff members. Out of the 66 students identified as ELLs, this program will serve approximately 35 ELL and SIFE students from grades 2 through 3 who are at the Beginning, Intermediate or Advance language proficiency level. Former ELLs who reached the proficiency level this year will also be invited. The program will run for approximately 4 weeks, meeting on Saturdays, beginning on February 2, 2013 (February 2, 9, March 2 & 9, 2013). The first hour, from 8:00am - 9:00am, will be devoted to professional development for teachers who are participating in the Title III program. It would also include teachers not participating in the program, such as: monolingual, special ed, service providers, and administrators to attend. These workshops will be conducted by a fully licensed bilingual or ESL teacher participating in the Title III program. From 9:00am to 12:00pm will be devoted to instruction in the core curriculum areas. Our instructional model will be TBE, conducted both in English and Spanish consisting of small group instruction, NLA, ELA, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies. Our focus will be on teaching strategies that will help students become more successful in the area of non-fiction reading and writing. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move forward attaining English language proficiency according to state standards. Parents will be invited to participate in a culminating celebration at the end of the ELL Saturday Academy.

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:

Public School 536 will continue to provide ongoing professional development to teachers within the Title

Part C: Professional Development

III program. All bilingual, ESL, special education, monolingual teachers and supervisors will be invited to attend these workshops. It will be provided by a fully certified bilingual of ESL teacher within the Title III program. These workshops will be given on Saturday mornings or on Thursdays from 3:00pm - 3:40pm, provided by our bilingual coordinator, Yvonne McCawley. The workshops will keep staff informed of current trends, policies, ESL instructional models and activities that will help improve teaching practices for our current ELL population. Additional in-house professional development will focus on topics such as Language Allocation Policy, Principals and Practices, Getting to know our ELL population, Data Driven Instruction for ELLs, Meeting AYP, ELLs and Non-fiction Writing, CCLS, and assessing ELLs. Study groups for teachers will also be provided focusing on the SIOP model. The following books will be used during this training: Making Content Comprehensible for English Learners - Echvarria, 99 Ideas and Activities for Teaching English Learners with the SIOP Model-Echevarria, Teaching Basic and Advanced Vocabulary - Marzano. We also join in a school wide initiative to teach non-fiction reading and writing across content areas using methodologies such as scaffolding with emphasis on Academic Rigor and incorporating the SIOP model into our everyday lessons.

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:

Public School 536 Title III Parent Involvement plan is designed to provide parents with the opportunity to participate in workshops and meeting that focus on providing strategies that will enhance their child's linguistic and academic development. Second Cup of Coffee is a monthly workshop given to parents, facilitated by our parent coordinator, Maribel Rivera, informing them on topics such as (1) Meeting the Academic Needs of your Child, (2) Test Taking Strategies for ELLs, (3) The Identification Process for ELLs. During these meeting the bilingual coordinator, Yvonne McCawley and Principal, Sasha Medina are invited to attend. Refreshments and materials are provided. The parents will be notified of workshops being offered at P.S. 536 by a school letter sent home, flyer and phone message in English and Spanish (Spanish being the dominant and most requested language at our school).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	