2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 12X536
School Name: PS 536
Principal: JESSE YARBROUGH
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   • Section 5A Framework for Great Schools Element - Rigorous Instruction
   • Section 5B Framework for Great Schools Element - Supportive Environment
   • Section 5C Framework for Great Schools Element - Collaborative Teachers
   • Section 5D Framework for Great Schools Element - Effective School Leadership
   • Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: PS 536
School Number (DBN): 12x536
BEDS Code: 321200010536
Grades Served: PreK, K, 1, 2, 3, 4, 5
School Address: 1827 Archer Street, Bronx, NY 10460
Phone Number: (718) 931-4270
Fax: (718) 931-4275
School Contact Person: Jesse Yarbrough
Email Address: jyarbrough@schools.nyc.gov
Principal: Jesse Yarbrough
UFT Chapter Leader: Kathy Gutierrez
Parents’ Association President: Tishauna Nixon
SLT Chairperson: Mark Marino
Title I Parent Representative (or Parent Advisory Council Chairperson): Josephine Velasquez
Student Representative(s): N/A
CBO Representative: Terrell Frazier

District Information

Geographical District: 12
Superintendent: Jacqueline Rosado
Superintendent’s Office Address: 1970 West Farms Road Bx, NY 10460
Superintendent’s Email Address: Rosado3@schools.nyc.gov
Phone Number: (718) 328-2310
Fax: (718) 409-8047

Field Support Center (FSC)
FSC: Bronx  Executive Director: Nancy Saffer

Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458

Executive Director’s Email Address: NSaffer@schools.nyc.gov

Phone Number: 718-828-7776/(718) 741-8895  Fax: (718) 828-6280
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse Yarbrough</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kathy Gutierrez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tishaun Nixon</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Wanda Garcia</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Josephine Velasquez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Christine Velasquez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Villafane</td>
<td>Member/Parent/Time Keeper</td>
<td></td>
</tr>
<tr>
<td>Chloe Davis</td>
<td>Member/Teacher/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Mark Marino</td>
<td>Member/Teacher/UFT</td>
<td></td>
</tr>
<tr>
<td>Cynthia Moy</td>
<td>Member/A.P.</td>
<td></td>
</tr>
<tr>
<td>Paola Benevento</td>
<td>Member/Teacher/UFT</td>
<td></td>
</tr>
<tr>
<td>Joannaline Molina</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Mission Statement and Values</strong></td>
</tr>
<tr>
<td><strong>Mission Statement:</strong></td>
</tr>
<tr>
<td><strong>Mission</strong></td>
</tr>
</tbody>
</table>
Our goal is to create a network of inspired and empowered thinkers who are able to communicate their ideas in various ways. With strategic instruction, caring support, and consistent guidance, children will graduate from P.S. 536 as passionate, independent students with strong academic and social emotional skills and a commitment to advocate for themselves and for their community.

Values:

**Collaboration** - Our school community believes we are all learners and leaders. Parents lead workshops with students, teachers work across grades to surround individual students with support, support staff and Community Based Organizations join together to create and maintain a culture of excellence and peace.

**Diversity** - Each child is treated as an individual and given the support needed to succeed. Teachers are encouraged to explore their assets and provide the time and training they need to teach effectively and work with each other to build a community of inquiry, learning, and discovery. Students are engaged in their own education and held accountable for meeting individual, personal goals.

**Social Responsibility** - We all have a responsibility to ourselves and each other as global citizens. We are committed to diversity and social justice through active engagement and public works of service.

**Creative Expression** - We believe in innovation in teaching and learning through a project based curriculum. Field trips foster experiences and shared language, and the visual, dramatic, musical and physical arts are part of our core curriculum. Learning can be, and should be fun as well as rigorous.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Exceptional interactions with the wider community to support academic programs and opportunities for students:

- **Grants Received**
  - Music Together to run weekly Music Classes in all Pre-K, K, and 1st grade classes ($20,000)
  - 21st Century Community Learning Center Grant through NYSED for Kids Creative/Roads to Success to develop a building-wide, 5-day-a-week-afterschool, summer camp, and vacation programs for 350 students ($736,000/year)
  - CASA Grant for after-school Violin program ($50,000/year)

Special features and qualities of the P.S. 536 professional learning community includes:

- **Lunch & Learns**
- **Vertical and Horizontal Weekly Teacher Meetings**
- **Grade Level Leaders**
- **Curriculum Writing Team**
PD focusing on Danielson

Smart Boards in every classroom

Weekly Child Study Team meetings

Unique features of our school community:

- We made growth in the Parent Survey results in the areas of mutual trust and communication.

Open School Night in September

- PTA meetings, activities and fundraising events

- Monthly Coffee Friday meetings

- Parent Workshops focusing on Common Core Learning Standards

- Weekly ESL Classes for Parents

- High number of Learning Leaders have been trained to volunteer in classes

3. Describe any special student populations and what their specific needs are.

Highlights & Areas of Celebration:

Student motivation and engagement activities that support the growth and development of every child and their varied learning styles and interests include:

- Grade level specific activities: Kindergarten and 1st Grade Cook Shop, Music Together (PreK-1st grade), 2nd Grade Swim Lessons, Violin (3rd & 4th Grade), Grant for Lego Robotics (K & 1st Grade), morning Tai Chi, 3rd & 4th Grade Book Club, Enrichment Clubs (Debate, Salsa Dancing, Video Making, Photography, etc.), school-wide writing contest, and 5th Grade Genius Hour.

- Winter & Spring Concerts, PBIS Assemblies, Spirit Days, Parades, Class trips, Holiday Celebrations, School-wide contests.

Summary of School’s Challenges:

In April 2018, approximately 23% of testing grade students scored a level 3/4 on the ELA exam, and approximately 21% scored a level 3/4 on Math.

Our ELL students in grades 3&4 will also be a focus subgroup. Our goal for this group is to achieve an average proficiency level of 2.4 on the NYS ELA exam.
Our goal for our ELL students in K-5 is to advance at least 1.5 proficiency levels on the NYSISTEL Assessment.

The key area of focus this year is writing across the content areas.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Last year, we made the most improvement in family-community ties and collaborative teachers. This year, we are focusing on Rigorous Instruction and Student Achievement.
### School Demographics and Accountability Snapshot for 12X536

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>PK,OK,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>431</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Learner Programs (2018-19)</strong></td>
<td>Transitional Bilingual</td>
<td>YES</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
<td># Special Classes (ELA)</td>
<td>51</td>
<td># SETSS (ELA)</td>
<td>26</td>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>N/A</td>
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<tr>
<td></td>
<td># Special Classes (Math)</td>
<td>47</td>
<td># SETSS (Math)</td>
<td>24</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td># Visual Arts</td>
<td>26</td>
<td># Music</td>
<td>26</td>
<td># Drama</td>
<td>N/A</td>
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<tr>
<td></td>
<td># Foreign Language</td>
<td>26</td>
<td># Dance</td>
<td>26</td>
<td># CTE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>94.0%</th>
<th>% Attendance Rate</th>
<th>90.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>90.5%</td>
<td>% Reduced Lunch</td>
<td>3.2%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>20.4%</td>
<td>% Students with Disabilities</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 1.9% | % Black or African American | 23.9% |
| % Hispanic or Latino | 63.3% | % Asian or Native Hawaiian/Pacific Islander | 8.1% |
| % White | 2.3% | % Multi-Racial | 2.3% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 1.1 | # of Assistant Principals (2016-17) | 2 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 20% |
| % Teaching with Fewer Than 3 Years of Experience | 13% | Average Teacher Absences (2014-15) | 6.1 |

#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 22.9% | Mathematics Performance at levels 3 & 4 | 21.2% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 62% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

#### Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

#### Overall NYSED Accountability Status (2018-19)

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

| Elementary/Middle School | American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YSH |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

#### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

 Across grades and all subjects, including the Arts, the school analyzes student data to develop core curriculum tasks so that individual and groups of students are cognitively engaged as evidenced in their written and oral responses and group work. The school purposefully infuses English language learner (ELL) and Students with Disabilities (SWD) teaching strategies within the curricula, such as emphasizing academic vocabulary in writing and speaking, using texts that engage diverse learners within all lessons, and sets expectations that all student will learn the same curricula. For example, in SWD classes the curricula includes scaffolding techniques using leveled texts, differentiated tasks, and lengthened time on task. As a result of the school's ensuring that curricula are aligned to CCLS and content standards, students including Ells and SWDs produce high levels of work which can be seen in the high caliber of writing and work products that promote college and career readiness (2013-2014 SQR)

Needs:

 In April 2018, approximately 23% of testing grade students scored a level 3/4 on the ELA exam, and approximately 21% scored a level 3/4 on Math.

General education students in 4th grade did not make adequate progress on the ELA exam. This will be a focus subgroup for the 2017-2018 school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By May, 2019, 46% of all students in grades K-2 will be reading at or above grade level as measured by Fountas & Pinnell reading assessment and 32% of students in grades 3-5 will score a level 3 or 4 on the NYS ELA exam.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>All Teachers, Coaches, A.P., and Principal</td>
</tr>
</tbody>
</table>

- PS 536 will utilize data trackers in both ELA & Math to monitor for progress in student learning, analyze trends, and modify instruction based on the data. We will reate systems to using student work and data to create tasks and adapt curriculum so that that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged (1.1 & 2.2)
- Ensure that our curriculum is aligned to CCLS by using standards-based rubrics, resulting in coherence across grades (1.1)
- Develop and share a “vision for effective instruction” so that teaching practices are aligned to the school’s mission and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework (1.2)
- Create teacher team protocols to ensure that student work products and discussions reflect high levels of student thinking, participation, and ownership (1.2 & 2.2)

### Students with Disabilities

Students with Disabilities will be placed in the least restrictive environment whenever possible to ensure their access to a rigorous and engaging curriculum – this includes flexible scheduling and push in service. English Language Learners will be exposed to academic and social language in classrooms and their language acquisition will be supported by specialized programs (Imagine Learning) and trained bilingual and ENL teachers. In order to create a collaborative environment and to build trust, we will meet twice a month as Departments (vertical Special Ed or Bilingual) to discuss best practices and share ideas.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs and SWD</td>
<td>September 2018-June 2019</td>
<td>Special Education Teachers, Bilingual/ESL Teachers, Bilingual Coordinator, IEP Coordinator, A.P., and Principal</td>
</tr>
</tbody>
</table>

### Teacher and staff at PS 536

Teacher and staff at PS 536 will host grade-specific Parent Workshops once every six weeks to increase parent engagement and help provide strategies for families at home. Topics from October/November include: How to Bring Literature to Life at Families

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>October 2018-June 2019</td>
<td>All Teachers, Coaches, A.P., and Principal</td>
</tr>
<tr>
<td>Home (2nd Grade), Using Math at the Supermarket (1st grade), and Using NYC as Your 2nd grade Classroom (4th Grade).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>To cultivate an environment of trust, all key instructional and organizational decisions will be made in collaboration with teachers and other school staff. These decisions will be made based on teacher feedback and interests during department meetings, grade-level meetings, grade-leader meetings, and staff meetings.</td>
<td>All Staff</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will host parent workshops (monthly) that focus on our ELA Power Standards, F&P Skills Cards and provide strategies that parents can use at home to help support these skills.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will leverage Title I and FSF budget to include before and after-school mentoring and small group instruction to support our targeted subgroups. We will also use budget to support new teachers and NTC-trained mentors. We will budget for NTC mentoring by setting aside per session money from FSF. Support from the staff at the Borough Field Support Center, Instructional Coach, IEP Coordinator, and Bilingual Coordinator. Schedule Adjustments: weekly grade-level meetings, bi-weekly Department Meetings & Vertical Team Meetings.

PS 536 will utilize data trackers in both ELA & Math to monitor for progress in student learning, analyze trends, and modify instruction based on the data.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2019, we will use our ELA data tracker to ensure that 38% of students will be on track to achieve grade-level proficiency in ELA as measured by F&P and Interim Assessments (grades 3-5).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will use F&P and Interim Assessments to measure progress.
**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

| 1.  | What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2.  | What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3.  | What policies, practices, and structures are in place to ensure you are supporting the whole child? |

**Strengths:**

PS 536 maintains a culture of mutual respect and positive attitudes where students, staff and families feel their personal and instructional growth is supported and encouraged. We will continue to build trust with each constituent by inviting families into the decision making process more and developing stronger systems of communication.

- 96% of teachers feel that order and discipline are maintained at our school
- 94% of parents were satisfied with the school culture
- Extracurricular Activities Offered: Violin, Theater Moves, Tennis Music, Basketball, Clubs (watercolor, debate, rhyme, chess, bike shop, sign language, etc.) Girls Club, Boys Club, Senior Academy, MyPlate Theater.

**Needs:**

We plan to continue to build and maintain a positive school environment and promote independence among students. Continue to build trusting partnerships between staff and parents, teachers, and students.

According to our Citywide Survey results as well as documentation from our Quality Review last (and Peer Review the year before and our New Schools Quality Review the year before) PS 536 maintains a culture of mutual respect and positive attitudes where students, staff and families feel their personal and instructional growth is supported and encouraged. We will continue to build trust with each constituent by inviting families into the decision making process more and developing stronger systems of communication. We will do this through:

- Expanding our Parent Association
- Connecting our Parent Association with the other Parent Associations in our building
- Holding weekly ENL classes for parents
- Holding monthly workshops for families
- Having weekly meetings with specific parents and teachers and administration

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2018-2019 year, 98% of parents and 100% of teachers will indicate that demonstrate positive attitudes in the area of "trust" as indicated on the 2018-2019 Annual School Survey. This will improve the number of positive responses on the survey to 99%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Students | September 2018-June 2019 | All Staff |
| Continue to develop staff to work with SWDs and ELLs by using the SIOP strategies for student engagement in planning and practice. | | | |
| Develop the staff with training around the 4Rs Curriculum (socio-emotional development). | All Staff | 3 Training Dates: December 2018, February 2019 and March 2019 | Schools Psychologist, IEP Coordinator, Principal, A.P. |
| School will create the position of a full time guidance counselor to support students and families - this will improve outcomes on school culture survey results. | Students and families | September 2018-June 2019 | Guidance Counselor, AP, Principal |
| Weekly Assemblies to encourage positive behavior, virtues of the month. This will improve outcomes on school culture survey with teachers and parents. | All Staff | September 2018-June 2019 | All Staff |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will host 4R workshops for parents three times during the school year.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We leveraged budget to allow for a full-time guidance counselor and newly trained Parent Coordinator who also directs a after school program in collaboration with our CBO and has developed a partnership with learning leaders.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January of 2019, 90 percent of teachers and 90 percent of parents will have demonstrated satisfaction with school culture as measured by an in-house created survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use an in-house created survey on Google Docs to assess progress.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

- All teachers like participating in on site PD as noted through schoolwide surveys.
- All staff attend weeklong summer retreat in addition to weeklong summer curriculum planning and PBIS planning sessions.

Priority Needs:

- We will focus on 3rd and 4th grade SWDs & ELLs in ELA as a targeted subgroup. Only 10% of these groups scored a level 3/4 on last year’s ELA assessment.

Professional Development needs to be differentiated based on needs noted in Advance observations, grade level, content area focus, and/or subgroup needs of class.

All professional development will be differentiated this year. We will provide the space and time for all pedagogues to provide and to participate in in-house professional development according to their specific professional grade level goals. Each teacher and paraprofessional will have an individual goal for himself/herself in addition to a shared grade specific goal. All goals will be SMART. Having pedagogues lead professional development for each other will continue to build on the trust that we have already established in our school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers will be engaged in a structured "learning walk" cycle in which they will visit the classroom a minimum of three different classrooms to observe teacher practice, offer feedback, and use this information to help improve their own instruction.
### 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| **Target Group(s)**:  
Who will be targeted? |
| **Timeline**  
What is the start and end date? |
| **Key Personnel**  
Who is responsible for implementing and overseeing the activity/strategy? |
| Weekly planning meetings with all teachers and paraprofessionals across grade level teams and vertically across the school. Weekly, hour long PD time.  
NTC mentor part time is dedicated to the professional development of teachers who are in their first through third years. |
| All pedagogues |
| September 2018 through June 2019 |
| All pedagogues  
AP  
Principal |
| Weekly department meetings are a time for the Special Education teachers and paraprofessionals to meet together with our Special Education Coordinator/Behavior Modification Specialist and look at student work, discuss best practices, organize specific PDs and intervisitations, and plan together.  
The bilingual teachers do the same with our Bilingual Coordinator.  
Our Data Specialist/AP will work with Network staff to build teacher capacity around looking at various forms of student data and using it effectively to improve instruction. |
| All pedagogues |
| September 2018 thorough June 2019 |
| All pedagogues  
AP  
Principal |
| During weekly department meetings and weekly grade team meetings, teachers will be working to create a way to communicate their professional development to the parents in the form of newsletters, updates, formal conversations, and the one parent PD per semester. |
| All pedagogues |
| September 2018 thorough June 2019 |
| All pedagogues  
AP  
Principal |
| As all activities are designed to encourage and mandate cooperation, trust will be formed throughout. Having various members of the school community, who represent different constituencies (parents and families, teachers and paraprofessionals, administration, and students) work together, builds a culture of collaboration and trust. |
| All pedagogues |
| September 2018 thorough June 2019 |
| All pedagogues  
AP  
Principal |

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will use parent communication tools such as Remind to inform parents about the strategies that we are working on in school.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School will work closely with other schools, and to help support efforts and professional development initiatives.
- Instructional Coach, Special Education Coordinator, Bilingual Coordinator, and administration to provide professional development aligned to the CCLS.
- Teacher per session for curriculum mapping and differentiated professional development.

Teacher per session for mentoring.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21\textsuperscript{st} Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2019, at least 65% of teachers will have engaged in a learning walk protocol to observe classes and offer feedback designed to improve instruction.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas and yearly PD overview, as well as an in-house created teacher survey on Google docs.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strengths: As stated in our Quality Review:

The leadership and staff have a clear vision of school improvement that includes focused school level goals and action plans informed by data analysis that results in better teacher practice and improved student work. (3.1)

The principal effectively involves the community in academic and social activities, and students, faculty and staff share a vision of individual and school improvement. The school’s focus on college and career readiness is evident by prioritizing writing throughout the content areas. In addition, the school has developed goals and action plans that are driving efforts to accelerate student learning by targeting reading levels, academic vocabulary acquisition, and effective questioning, to elicit higher-order thinking across all grades. Professional development is structured to address the attainment of these instructional school goals during the varied teacher team meetings as evidenced in weekly agendas. As a result, reading levels have improved significantly based on last year’s data and student writing which is tracked every month shows marked and steady improvements across all grades. Students and families are engaged in developing school and student goals as the theory of action includes parent input on all levels of school decisions. The school informs parents weekly about their children's progress using data from class and benchmark assessments including unit exams, weekly tests, and student writing. The leadership and teachers have formed a very close relationship with families by including them in the development of school goals and action plans which was corroborated by all the parents interviewed during the Quality Review process.

Priority Needs: We have several teams at PS 536. In order to grow the leadership capacity of staff, we will focus on the teams below and have staff members other than administrators, lead the teams.

**Attendance Team**

Mentoring- school aides, paraprofessionals, office staff, administration mentor students who need a little more support with social emotional needs.

**Grade Team Leaders**- Every Grade level has a team leader that has been voted on by the grade level teachers and approved by administration given a specific set of criteria.

**Department Team Leaders**- We have a Bilingual Coordinator and a Special Education Coordinator who are teachers who lead the cross grade Bilingual and Special Education teams.

**Vertical Teams**- Cross Grade teams led by classroom teachers who serve to support other teachers in ELA, Math, and STEM, and mentoring (NTC)
### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**.

<table>
<thead>
<tr>
<th>By June 2019, at least 40% of teaching staff will take on leadership responsibilities, including leading team meetings, presenting on a topic, leading an initiative, or participating in grant writing.</th>
</tr>
</thead>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire School Community</td>
<td>August 2018-June 2019</td>
<td>Grade Leaders and administration</td>
</tr>
</tbody>
</table>

Grade Leaders will be developed during in August trainings (before the school year begins) so that they develop their leadership and better support their teams / grades.

They will also develop an understanding of SIOP strategies to better support engagement for SWDs and ELL students.

Department Leaders (bilingual and special education) will spend time this summer and throughout the school year working with their respective teams, our school’s data specialist and Network support staff to look at student data, learn and turnkey best practices, and work with classroom teachers to improve student progress.

Working with our Parent Coordinator, teachers will create a plan to communicate with parents about best practices.

PS 536 will continue to build trust through our collaborative practices and our open communication within staff and with families.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will discuss strategies during SLT meetings, monthly parent workshops, and PTA meetings.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School will schedule Title I and FSF money to pay for per session and per diem for teachers to receive PD.
- Instructional Coach, Special Education Coordinator, Bilingual Coordinator, and administration to provide professional development aligned to the CCLS.
• Teacher per session for curriculum mapping and differentiated professional development.
• Title I Social Worker to provide support services to at-risk learner

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
| | C4E | | 21st Century Grant | || | SIG | || | PTA Funded | || | In Kind | || | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 25% of teachers will have lead at least one leadership activity/role.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas and PD Overview

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   - Examples of effective communication with parents and visible strategies to increase family participation and engagement:
     - PS 536 Holds grade-specific Parent Workshops twice a month to increase parent engagement and help provide strategies for families at home. Topics from October / November include: How to Bring Literature to Life at Home (2nd Grade), Using Math at the Supermarket (1st Grade), and Using NYC as Your 2nd grade Classroom (4th Grade).
     - Expanding our Parent Association
     - Connecting our Parent Association with the other Parent Associations in our building
     - Holding weekly ESL classes for parents (since last year, over 35 parents have completed a 6 week English course taught by A.P. and a classroom teacher)
     - Having weekly meetings with specific parents and teachers and administration

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - Needs:
     - A formalized system of progress monitoring to ensure that parents are kept up-to-date on their child’s progress towards academic goals
       - Bring Literature to Life at Home (2nd Grade), Using Math at the Supermarket (1st grade), and Using NYC as Your 2nd grade Classroom (4th Grade).
       - Expanding our Parent Association
       - Connecting our Parent Association with the other Parent Associations in our building
       - Holding weekly ESL classes for parents (since last year, over 35 parents have completed a 6 week English course taught by A.P. and a classroom teacher)
       - Having weekly meetings with specific parents and teachers and administration
- A formalized system of progress monitoring to ensure that parents are kept up-to-date on their child’s progress towards academic goals

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

*By June of 2019, at least 45% of all families will observe a class to learn about reading strategies to use at home with their children.*
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 536 Holds grade-specific Parent Workshops once every six weeks to increase parent engagement and help provide strategies for families at home. Topics from October / November include: How to Bring Literature to Life at Home (2nd Grade), Using Math at the Supermarket (1st grade), and Using NYC as Your 2 nd Classroom (4th Grade).</td>
<td>All families</td>
<td>October 2018-June 2019</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Growing Parent ENL Class to include a broader range of parents</td>
<td>All ELL Parents</td>
<td>November 2018-May 2019</td>
<td>Principal, AP, Parent Coordinator, Bilingual Coordinator, Teachers</td>
</tr>
<tr>
<td>Formalizing a system for notifying parents about student progress using Renaissance and other student performance data.</td>
<td>All Families</td>
<td>November 2018-May 2019</td>
<td>All Staff</td>
</tr>
<tr>
<td>Training parents to become more proactive volunteers in the school community; field-trip chaperon training, learning leaders training, etc.</td>
<td>All Families</td>
<td>September 2018-May 2019</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We work with Roads to Success and Music Together to provide workshops for parents.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I and FSF budget will be scheduled to support teacher and supervisor per session for after-school workshops for families.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, at least 30% of parents/families will have observed a class to learn about reading strategies to use at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance sheets from parent workshops and PC call log</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>- Fountas &amp; Pinnell Assessment - Renaissance Star Reading Assessment - Periodic Benchmark Assessments - Curriculum based Writing Assessments</td>
<td>Shared Reading Protocol for all students, focus on text evidence, vocabulary development, comprehension, fluency, and discussion. - Reach: an ESL literacy research based program. It helps students develop English language proficiency while increasing their reading and literacy skills with content based materials that are aligned to the CCLS.</td>
<td>- one-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs - conducted 4x’s a week, 20-30 minutes per day - conducted daily for 30-45 minutes per day</td>
<td>Provided during the school day. Provided during Saturday Academy.</td>
</tr>
</tbody>
</table>
supplementary intervention program designed to help at-risk instructors provide small group instruction to the lowest achieving students.

- WADE – Wilson Assessment for Decoding and Encoding

- Wilson Reading System: a supplementary research based multi-sensory program designed for students who struggle with decoding and encoding.

- Ready: an instruction and practice program that addresses the CCLS with an emphasis on close reading of complex authentic text from a wide range of genres. It focuses on DOK questioning, requiring students to use strategic thinking and complex reasoning skills.

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- GO Math Unit Assessments</td>
</tr>
<tr>
<td>- Renaissance Star Math Assessment</td>
</tr>
<tr>
<td>- GO Math Unit Assessments</td>
</tr>
<tr>
<td>- Renaissance Star Math Assessment</td>
</tr>
<tr>
<td>Measuring Up to the NY Common Core- Math: a supplementary instruction and practice program that addresses the CCLS with an emphasis on analyzing, interpreting and</td>
</tr>
<tr>
<td>One-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</td>
</tr>
</tbody>
</table>

Provided during the school day
### Periodic Benchmark Assessments

- Evaluating information.
  - Touch Math: a supplementary research based CCSL multi-sensory program designed for students who struggle with acquiring basic math skills.
  - Ready: an instruction and practice program that addresses the CCLS that builds conceptual mathematical understanding and procedural fluency with on-going co-operative dialogue that focuses on DOK questioning.
  - Big Brainz: a computer based math program designed to develop fluency of basic mathematical skills through engaging math games.
  - Ready: an instruction and practice program that addresses the CCLS that builds conceptual mathematical understanding and procedural fluency with on-going co-operative dialogue that focuses on DOK questioning.

### Science

<table>
<thead>
<tr>
<th>Science</th>
<th>Fountas &amp; Pinnell Assessment</th>
<th>Science &amp; Social Studies is integrated into the ELA curriculum.</th>
<th>- one-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</th>
<th>Provided during the school day</th>
</tr>
</thead>
</table>

- Conducted daily for 30-45 minutes per day.
- One-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs.

- Conducted for 30 minutes per day for 4-5 months.
- One-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs.

- Provided during the school day.
Students engage in hands-on science investigations, read non-fiction science and social studies texts and formulate written responses. **Measuring Up to the Common Core - Science:** a multi-sensory approach using investigating strategies and hands-on manipulatives to perform tasks that are aligned to the CCL.

**Writing instruction to individual students based on their specific needs**

**Science & Social Studies is integrated into the ELA curriculum.** Students engage in hands-on science investigations, read non-fiction science and social studies texts and formulate written responses. **Measuring Up to the Common Core - Science:** a multi-sensory approach using investigating strategies and hands-on manipulatives to perform tasks that are aligned to the CCL.

**One-to-one and small group instruction:** the teacher provides targeted reading and writing instruction to individual students based on their specific needs.

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>- Fountas &amp; Pinnell Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Renaissance Star Reading Assessment</td>
</tr>
<tr>
<td></td>
<td>- Measuring Up Unit Assessments and Pre/Post Assessments</td>
</tr>
</tbody>
</table>

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

- Behavior observations
- Teacher anecdotal records

**At-risk services provided by counselor, psychologist and social worker through the following: peer-mediation, talk/play therapy, music**

- Individual or small group therapy sessions

**Provided during the school day**
<table>
<thead>
<tr>
<th>Attendance reports</th>
<th>therapy, art therapy, behavior intervention plans, check-in check out system and P.B.I.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Behavior</td>
<td>Counseling in Schools: an independent organization designed to support schools and promote the emotional and social growth of children so that they can thrive in school and succeed in life.</td>
</tr>
<tr>
<td>observations</td>
<td>CIS also helps children who struggle with homelessness, bullying, violence, disruption in class, mental trauma and truancy.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   
   | 61 (including double-up families) |

2. Please describe the services you are planning to provide to the STH population.
   
   Family outreach, supplies and uniforms provided, at risk counseling, 

### Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

PS 536 ensures that all teachers fully licensed and assigned to their license area. In addition, PS 536 develops teacher practice by training NTC mentors, including participation in the program by AP and Principal to ensure high quality instruction by all teachers.

PS 536 has formed strong partnerships with teacher training programs, such as Teachers College and the DOE program Bilingual Pupil Services. We invite multiple student teachers and paraprofessionals from both programs every year. We treat them as co-teachers in the classroom and work with them on trainings, professional development, family engagement, and working with the larger school community. We then have a committee of current staff, students, and family members work together to create an interview process that includes open houses (to make sure demonstration lessons, group interviews, as well as individual conversations.

To retain our Highly Qualified Teachers, we support them as professionals by creating a collaborative, trusting relationship. We value their input and empower them to become leaders in the building.

2b. High Quality and Ongoing Professional Development

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

PD Plan for the Year

All PD Decisions are based on teacher effectiveness data from Advance and are differentiated based on needs. Teachers work with principal, AP, and coaches to facilitate workshops and develop teacher leadership. This creates a culture of trust and collaboration among staff.

Throughout the year, mentors, AP and Principal attend trainings for NTC.

Monthly Topics Include:

- August- Week long staff retreat discussing building trust, communication, assessment, using data, curriculum, workshop model, working with families
September- Assessment
October- Classroom Management
November- Guided Reading and Guided Practice
December- Student Engagement
January- Danielson and Advance Review
February- Questioning and discussion techniques
March- Vertical Teams
April- Data Analysis
May- School Climate and Family Engagement
June- Revising and Adapting Curriculum

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

| N/A |

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

| N/A |

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

All incoming parents of Pre-K students will be invited to an orientation during the summer before their child begins school. PS 536 staff, administration, and teachers will facilitate the orientation. Parents will be given the Parent Handbook in addition to looking at work samples, receiving benchmarks for Pre-K and discuss the importance of play and authentic experiences in education.
4b. Measures to Include Teachers in Decisions Regarding Assessments

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

PS 536 has an active MOSL committee. We selected the MOSLs for each teacher in collaboration with the grade teams as well as individual teachers.

Grade teams meet twice a week to look at student work, create assessments, look at data, and adjust instruction. Vertical Teams meet across grade, by content area twice a month to discuss student work samples as well as assessments used. Adjustments are made based on these staff collaborations built in trust and understanding our our school goals and our school community.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated.

On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$327,673.00</td>
<td>X</td>
<td>Sections 5-8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
<td>Section 5-8</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>Section 5</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,598,295.00</td>
<td>X</td>
<td>Sections 5-8</td>
</tr>
</tbody>
</table>

1Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 536, in compliance with the Section 1118 of Title I, Part A of the ESSA, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 536 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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 ESSA.

- 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;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

PS 536, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
<tr>
<td>● using academic learning time efficiently;</td>
</tr>
<tr>
<td>● respecting cultural, racial and ethnic differences;</td>
</tr>
<tr>
<td>● implementing a curriculum aligned to the Common Core State Learning Standards;</td>
</tr>
<tr>
<td>● offering high quality instruction in all content areas;</td>
</tr>
<tr>
<td>● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
<tr>
<td>● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;</td>
</tr>
<tr>
<td>● convening an Annual Title I Parent Meeting prior to December 1(^{st}) 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;</td>
</tr>
<tr>
<td>● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;</td>
</tr>
<tr>
<td>● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;</td>
</tr>
</tbody>
</table>
## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

## I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act.Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

## II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need.
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: ________  DBN: ________

This school is (check one):

- [x] conceptually consolidated (skip part E below)
- [ ] 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):

- [x] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ________

Grades to be served by this program (check all that apply):

- [x] K
- [ ] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [x] 11
- [ ] 12
## Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: ____ |
| # of certified ESL/Bilingual teachers: ____ |
| # of content area teachers: ____ |

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

Public School 536 analyzes multiple data sources (such as NYSITELL, Spanish Lab, NYSESLAT, ELL Periodic Assessment, ELA/MATH Baselines, ELA/MATH state assessments and EDAT data analysis) to address the needs of our ELL population. For the 2018-2019 school year shows that our ELLs are in need of additional support in reading and writing and math skills. P.S. 536 will continue to implement TWO programs to meet the needs of our ELL population. Both programs will be offered before school ; (1) ELL Academy which will combine academic intervention for our ELLs in both ELA/ENL and Math, enhancing our existing TBE program and provide language support during the 2018-2019 school year and (2) NEWCOMERS and SIFE Academy for students (Entering and Emerging level of language proficiency ). Both programs will begin mid November and run for 10 weeks from Monday through Thursday. ELL students are grouped based on their proficiency level using NYSESLAT/NYSITELL. Staffing for these programs will consist of three dually certified bilingual / ESL teachers, one ESL/content teacher and one special education teacher.

All of the ELLs population from grades 2-5 will be invited to attend these programs, including current, former, LTE, Newcomers and SIFE students (approx. 40-50 students). Both programs will begin mid-November and will run for 10 week cycles from 7:20 am-8:20am daily. Attendance will be taken daily on both programs monitoring absences. A call will be made by a staff member to those students with excessive absences encouraging them to attend. Attendance of students and staff for both programs will be kept on file.

Students will be invited to attend the programs by a letter that will be sent via backpack in English, Spanish, Bengali and Arabic providing a tear off that will be signed and dated by the parent.

The first two sessions of the programs will be devoted to professional development for teachers and administrator who are participating in the Academy. These workshops will be conducted by a fully licensed bilingual or ESL teacher participating in the Title III program. Staff from the Bronx FSC will be invited to attend to keep us abreast of the latest changes in the States Part 154 initiative. Also, our ENL Coordinator, Ms. McCawley will attend monthly workshops conducted by the Bronx Field Support Center, Ms. Karina Tejeda. The rest of the sessions will be devoted to instruction in the core curriculum areas and language development. Our instructional model will be in English consisting of small group instruction in all academic areas. Students who are enrolled in our current TBE (Spanish) program will have a certified bilingual teacher focus on reading comprehension and writing to make better gains on the NYSESLAT within a small group instruction (10 students). The program will also provide supplemental instructional time and social emotional support to all students. Brain Pop will be utilized to allow students to...
Part B: Direct Instruction Supplemental Program Information

move forward attaining English language proficiency, using the four disciplines of language acquisition (listening, speaking, reading and writing).

For the Newcomer/SIFE academy, two dually certified bilingual/ESL teacher will provide instruction to our SIFE and Newcomers. English Language Learners participating in the program will be grouped according to their proficiency level (entering and emerging) using small group no more than 10. The Newcomers/SIFE will utilize Brain Pop to gain equal opportunity to multiple literary experiences, while engaging in the just right texts and working on English literacy skills. They will also use Cornerstone’s Newcomer Worktext from Pearson for additional support.

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 provides ongoing professional development to teachers within the Title III program. All bilingual, ESL, special education, monolingual teachers and supervisor are invited to attend. These workshops will be conducted by a fully licensed bilingual or ESL teacher participating in the Title III program. Staff from the Bronx FSC will be invited to attend to keep us abreast of the latest changes in the States Part 154 initiatives. Also, our ENL Coordinator, Ms. McCawley will attend monthly workshops conducted by the Bronx Field Support Center, Ms. Karyna Tejeda. The Professional Development Period will focus on the following: EDAT clinic, Brain Pop and Sheltered Instruction Observation Protocol (SIOP). Records of attendance and memos will be kept on file. These workshops will be addressed on Mondays during our PD periods.

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 Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops that focus on providing strategies that will enhance their child’s linguistic and academic development. Workshops given to parents will be facilitated by our parent coordinator, Chaunita Orellana and a dully certified ESL/ENL teacher, informing parents
Part D: Parental Engagement Activities

on topics such as: Meeting the Academic Needs of your Child, Identifying ELLS, Changes on the Part 154 and Testing Strategies for ELLs. We also provide parents with an opportunity to attend ESL Adult classes on Tuesdays and Thursdays (begins mid November). During all workshops, translation and interpretation service is provided to meet the needs of our parents. The workshops will be held bi-monthly starting at 9:00am. (3 sessions). All records of parental attendance and agendas will be kept on file. These workshops is not funded by the Title III funding.

Parent will be notified of workshops being offered by a school letter sent home by backpack in English, Spanish, Bengali and Arabic. (Spanish is 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.

<table>
<thead>
<tr>
<th>Allocation Amount: $ ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Bronx</td>
<td>536</td>
</tr>
</tbody>
</table>

| School Name | P.S. 536 |

#### B. Language Allocation Policy Team Composition

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

- **Principal**: Jesse Yarbrough
- **Assistant Principal**: Cynthia Moy
- **Coach**: NA
- **ENL (English as a New Language)/Bilingual Teacher**: Arelis Zapata
- **School Counselor**: Elizabeth Gonzalez
- **Teacher/Subject Area**: Keshma Benjamin, Math
- **Parent**: Ms. Otero
- **Teacher/Subject Area**: Y. McCawley, ENL
- **Parent Coordinator**: Bashan Fernandez
- **Related-Service Provider**: Elaine Millington
- **Field Support Center Staff Member**: Wladimir Pierre
- **Superintendent**: Rafaela Espinal Pacheco
- **Other (Name and Title)**: L. Rivera ENL

#### C. Teacher Qualifications

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

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

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>447</td>
<td>119</td>
<td>26.62%</td>
</tr>
</tbody>
</table>

2018-19 CEP 55
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>1</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>Total</td>
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<td>1</td>
<td>0</td>
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<td>1</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Paste response to questions here: In addition to the NYSITEL (Initial ELL entitlement assessment), Spanish LAB, ELL Periodic Interim Assessment, and the NYSESLAT, students are assessed using Fountas and Pinnell in the lower grades (K-2) and Renaissance for the upper grades (3-5) to determine their instructional levels within the classroom. In the TBE class (Spanish), students are assessed using Fountas and Pinnell in Spanish. These reading assessment tools assess the students’ accuracy and self-correction, comprehension and fluency skills. The child’s ability is measured in comprehension and answering literal and inferential questions after they are read a story. The child may respond to questions in numerous ways, but its acceptable only as long as the response for that question demonstrates the child’s understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, and appeal for words.

2. What structures do you have in place to support this effort?
The bilingual/ENL teacher plan instruction according to the scores and develop vocabulary, phonemic awareness and reading readiness to help the students. PS 536 uses the SIOP method when planning for instruction addressing the needs of the students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Paste response to question here: The success of the TBE/ESL program for ELLs is based on the results of making gains (.43) within the language levels of proficiency and the EDAT report. Success in the NYSESLAT is measured by the students moving one proficiency level. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then there’s favorable outcome, and truly ELLs have made a mark. Additional evidences of success for ELLs may also be measured by performance based tasks, such as: accurate paraphrase of what is heard or read; following directions that involve multiple steps; using concept maps, semantic webs, or outlines to organize information; producing a summary of information found in biography, text books; using facts and data from articles; writing essays for content areas; and using technical terms correctly. PS 536 also uses the ELL Periodic Assessments and NYC Performance Tasks to identify progress and needs.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Teachers, administrators and ENL teachers periodically log onto SCHOOLNET and use the data to address the needs of the students. The EDAT spreadsheet is a resource that teacher use to plan according to the needs.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and Rti Guide for Teachers of ELLs.]

Paste response to question here: P.S. 536 uses data to guide instruction for ELLs within the Response to Intervention framework by providing students with targeted instruction designed to meet their learning and language needs by using scores of the performance on the Periodic and Benchmark assessments. Within our school, educators come together to create high-quality instructional environments for the linguistically diverse populations, most specifically for those student who are flagged as “at risk” or “below the benchmark”. On any particular skill or competency, the student receives development in this area. Administrators communicate the data and provide educators with the tools they need to collaborate. They provide built-in time for teachers to analyze data, problem solve and plan horizontally across the grades. to share data and address the needs of our students. Classroom, AIS, and Special Education teachers use data to differentiate instruction for ELLs in their classroom. They maximize student potential by sharing insights into student’s home life, family background and interest. Writing skills are addressed by providing the student with different types of writing tools, dialogue, journals, and providing lessons within word work in context. (phonemic awareness, phonics, and sight words) Modeling language structures and the writing process is largely used. Instructional support and intervention provide the ELL student with early intervention through a tiered system.

PS 536 uses the RTI Framework to guide instruction by first asking if the student had any former interrupted education. We look at data such as HLIS, proficiency level, academic achievement (report card), and behavior. While the student is in the classroom, PS 536 uses quick, deliberate, and proactive means for addressing students who are in potential academic failure. RTI aims at the prevention and early intervention through the tiered system of instructional support that may increase during the duration of the day.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

Paste response to question here: According to the data patterns across proficiency levels in the NYSESLAT 2018, ELL’s are scoring higher on the listening and speaking portion of the exam, as last year. We had 10 students from grades 2-5 at the reaching the Commanding level of language proficiency on the 2018 NYSESLAT. ELLs continue to have demonstrated gains in reading and writing scores, they continue to struggle in these areas. It was also found that students entering in the NYC school system are entering the system with prior knowledge of the English language according to the NYSITELL 2018, orally or in written form. Our incoming ELLs (K) attended a pre-K program prior to entering Kindergarten. However, the students that took the LAB Spanish demonstrated fluency in their language orally, but limited in written form.
As a whole, 106 ELLs serviced in the 2017-2018 school year showed progress either in the listening and speaking and reading and writing portions of the NYSESLAT 2018, with the exception of 5 students who showed no gains.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? NYSESLAT, ELA and MATH scores are shared amongst our teachers to plan and group our students. PS 536 also uses the data from EDAT to program their students according to their proficiency levels and academic needs in the four modalities. We make reference to the suggestions this program offers. Students are programmed on STARS, making periodic updates referred by the EDUR (monthly ELL Data Update Report) to ensure that all ELLs are programmed and tested accordingly.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Paste response to questions here: The ELL programs in place at P.S. 536x is composed of one TBE Spanish class in kindergarten and 5 ENL stand-alone block classes in grades 1-5. We also have a Freestanding ENL program servicing students from grades K-5. All classes are heterogeneously grouped across the grades. Students in a special education setting are serviced through the integrated Free Standing ENL program. The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students at the Entering/Emerging level of language proficiency receive the mandated 360 minutes per week and Transitioning/Emerging students receive 180 minutes and Commanding receive 90 minutes of ENL instruction, as per the mandate. Students in the TBE program also receive one period per day of Native Language Arts, and two content areas in Spanish (Math and Science), as per Commissioner’s Regulations CR Part 154 mandates.
   b. TBE program. If applicable.
      Paste response to questions here: The ELL programs in place at P.S. 536x is composed of one TBE Spanish classes in kindergarten. In our self-contained TBE, students at the Entering and Emerging levels of language proficiency, receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students at the Transitioning and Expanding levels receive one unit (180 minutes) and five periods of ELA instruction per week, and Commanding students receive 90 minutes, as per CR Part 154. The students in the Transitional Bilingual class also receive the mandated units of NLA instruction in Spanish and two content areas in Spanish, as per Commissioner’s Regulations CR Part 154 mandates.
   c. DL program. If applicable.
      Paste response to questions here: Does not apply to P.S. 536.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      In our self-contained TBE and ENL model, all students at the Entering and Emerging levels of language proficiency, receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students in the Transitioning and Expanding levels receive one unit (180 minutes) and five periods of ELA instruction per week, and Commanding students receive 90 minutes, as per regulation CR Part 154 and NYSEDs required Units of Instruction. The students in the Transitional Bilingual class also receive the mandated units of ENL according to their proficiency levels and one period per day of NLA instruction in Spanish and two content areas in Spanish. Students are entered using the STARS program, monitoring their required mandates of minutes and EDUR is used to make periodic updates on any incoming student.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response here: Content areas are delivered in Spanish and English within each TBE classroom. Enrichment teachers use ESL methodologies throughout the day in their classrooms. Teachers are also trained in SIOP, which is used when planning lessons for both the TBE and ENL programs. The programs at P.S. 536x increases the students’ English and native language in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ENL / TBE teacher employ in their classrooms are SIOP, Language Experience Approach, CALLA, Scaffold, Modeling – by giving Step by Step instructions, Picture books, Dictionaries, Peer Tutoring/Buddy, Cooperative Learning and Instruction techniques along with Higher Order Thinking Skills (H.O.T.S.) which are incorporated across the content areas in both language (English and Spanish) models to make it accessible and comprehensible for all students, applying Rigor for the ELLs. The writer’s workshop is implemented in the classroom and a Literacy Block of time is used to deliver instruction via the Readers and Writers Workshop model. P.S. 536x is using Lucy Caukins Units of Study to foster language development and Go Math which are aligned to the Common Core Learning Standards. Each classroom has materials in their classroom such as: libraries in Spanish and English, diverse centers, bilingual dictionaries, bilingual glossaries downloaded from the DOE website for Math and Science. As for test prep materials, P.S. 536x uses NYSESLAT test prep, aligned to the CCLS. Fountas and Pinnell in both English and Spanish is used for assessments. As mentioned before, the TBE program delivers content based instruction in Spanish (Math and Science), each week. In the ENL program, content area instruction is delivered in English providing support using dictionaries, technology, glossaries and translation when needed.

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

Paste response to question here: At P.S. 536x, we ensure that all students are evaluated in their native language by using the Spanish LAB when entering the public school system for the first time. Students who are enrolled in a testing grade (3rd, 4th and 5th), the NYS Mathematics and Science are ordered in their native language, if available. The school is also prepared to hire translators, if needed for State math and science testing. Students in testing grades are given glossaries and use dictionary in their native language, if available and used them when they are being assessed within the school year, during all academic areas. Additionally, all students are assessed using Fountas and Pinell in English and Spanish during the Fall and Spring.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: The TBE / ENL programs focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, Developing, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy, ELL morning school program, AIS, and any test prep programs available. Students identified with special needs are offered the same programs with additional services as identified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. P.S. 536x currently has 2 teacher interns from BPS (Bilingual Pupil Services from Lehman College/City College), which assist in facilitating small group instruction within the TBE classroom. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students’ English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.

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 enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

   Paste response to question here: Instructional programs and grade level materials teachers use to provide academic content areas to ELLs and SWD are Universal Design for Learning (UDL), SMART Boards for interactive instruction, Brain Pop, RTI – strong Tier 1 high quality instruction, Small grouping, Modifying and Modeling, grade leveled text, Sheltered Instruction (SIOP), Total Physical Response, the use of graphic organizers, vocabulary development using the Frayer model, Audio-visual aids, if needed, interactive centers and the continual review of student data during teacher team meetings.

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

   Paste response to question here: The following intervention programs for ELA, Math, Social Studies, Science and NLA are offered to ELL students at P.S. 536x: Morning school program and Newcomer Academy is also offered to all students, including ELL-SWD. All students in grades K-5 also participate in clubs and PBIS assembly each Friday afternoon. ELLs identified as "at risk" at P.S. 536x also receive intervention on individual and /or small group instruction in order to meet their needs in the Special Education Support Service (SETTS) or Academic Intervention Services. This support service is delivered by a certified special education teacher to provide compensatory skills development and remediation activities to the identified ELLs in the general ed or bilingual program. This teacher also addresses the areas of deficit that have been identified by the students IEP or relevant data to strengthen his/her academic disability.

9. **Based on data and trends, what new programs or improvements will be considered for the upcoming school year?**

   Paste response to question here: For the upcoming school year, P.S. 536x plans to incorporate more technological tools including a movable computer lab cart and the use of SMARTboards in all classrooms. Interactive programs, such as Safari Montage, Brainfuse, SMARTBoard Exchange, and Brain Pop will be used throughout the school building (K-5) for the students identified as ELLs in the TBE and ENL programs. We will also be using the REACH program which is aligned to the Common Core for ESL instruction and Cancionero for Native Language Arts instruction for Kindergarten in the TBE Spanish program.

10. **If you had a bilingual program, what was the reason you closed it?**

    Paste response to question here: Due to the increasing ELL population at P.S. 536x, we foresee NO programs or services being discontinued.

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

    Paste response to question here: At P.S. 536x, ELLs are afforded equal access to ALL school programs, curricular and extra-curricular activities. Students identified as English Language Learners participate in programs offered to students at their grade level, including after-school programs, special assemblies, trips and any other activity offered. These programs are offered to ALL students (SWD, ELLs, Monolingual - K-5). Supplemental materials for the programs include, but not limited to: Brain Pop, Cornerstone Newcomer and Spotlight. Letters are sent home to parents informing them of these activities and to encourage their child to participate. Letters are translated in the students’ native language, when possible.

12. **What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.**
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: Students’ Home Language support is delivered in the self-contained TBE and ENL programs with the use of dictionaries in the native language, novels and when possible, oral translation by either a “buddy” student or the teacher. TBE program is currently using Cancionero, which is a comprehensible program to support Native Language instruction. Fountas and Pinell assessment is used in Spanish, for those in need. We are also currently updating our Common core library in Spanish.

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

PS 536 screens new ELL students and ensures they are receiving appropriate services based on language needs, such as small group instruction, phonics and phonemic awareness, native language supports, etc.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Paste response to question here: P.S. 536x is located in the X102 campus. Our school team (ENL teacher, secretary, paras, school aides, principal, assistant principal, parent coordinator), to name the least assist students and families in the following way: completing school documents, providing translation and interpretation services, holding parental meetings. If translation is needed in Arabic, a para from our neighboring school comes in to assist.

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

Paste response to question here: During the month of May, the school host workshops for parents of newly enrolled kindergarten students. The Common Core Learning Standards are reviewed and websites are distributed. Newly enrolled ELLs are encouraged to attend summer school, if space is permitted. The bilingual coordinator, Ms. McCawley, administration, School secretary, Ms. Rivera, parent coordinator, Ms. Orellana, school counselor, Ms. Gonzalez and teachers present during this workshop.

17. What language electives are offered to ELLs?

Paste response to question here: NO language elective is offered at P.S. 536x, however it will be thought out for the upcoming school year.

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

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

Paste response to question here: We have NO Dual Language program available.
Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here: 1.&2. At P.S. 536x every effort is made by administration to send the ESL, bilingual, monolingual, special education and support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ENL/TBE instruction. The bilingual coordinator, Ms. McCawley attends several professional development sessions offered by the Bronx field Support Center and RBERN, to keep her abreast of the recent approaches, innovations in ENL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ENL/bilingual/monolingual/special ed classroom teachers who work with ELLs as needed during our Monday professional development day, curriculum planning time, Grade Level or Inquiry Team meetings. Our CPS, Mr. Wladimir Pierre is available via email, and phone to discuss any concerns the ENL/TBE teacher may have. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Department meeting, Inquiry Team weekly meetings keep staff members abreast of ongoing changes in the Common Core Learning Standards and Language Allocation Policy document. Workshops are provided by our Principal, Assistant Principal, team leaders, Bilingual Coordinator. Some topics that will be addressed are: Common Core Learning Standards, SIOP, LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYESLAT), ESL Strategies and Methodologies, Witsi, Writer’s Workshop, and NYESLAT. Monolingual, bilingual, special ed, speech and occupational therapy teachers who provide services to ELLs, meet with the Instructional Support Team to discuss and create intervention plans to meet the needs of our special needs/at risk ELLs. In addition, during our parent workshop, Ms. Orellana, offer workshops to our parents on topics such as: Testing Accomodations for ELLs, How to Help Your Child be Successful on State Tests, and Identifying Your Child As An ELL and Placing Into a Program of Choice.

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

Paste response to question here: P.S. 536x will continue to provide ongoing professional development for all teachers to attain the requirements as per Part 154 either in-house or off-site trainings when offered, as mandated (15% hours for all teachers and 50% for bilingual and ENL teachers). Teachers are currently using SIOP in instruction, creating and implementing content and language objectives within their lesson planning. Schedule of upcoming professional development days to be conducted by the Division of English Language Learners and Student Support and Bronx Field Support Center will be sent to teachers via e-mail and be made available to all personnel. All teachers attending workshops will keep an ongoing log of the hours. The secretary, works closely with the bilingual coordinator to receive professional development on their roles in assisting ELL students and their parents. Also, every Tuesday is dedicated to parent Engagement where parents are invited to several PD offered by the K-5 grade teams. The ENL programs are discussed specifically for our ENL parents.

Parental Involvement

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

Paste response to question here: P.S. 536 will provide annual individual meeting with the parents of ELLs during our Tuesdays afternoon parental period. We have an open door policy in which parents are made available to contact any personal for an update on their child’s education. Translation is available thru our multilingual staff member, if needed (Spanish, Bengali,
Teacher’s keep an ongoing log to document individual meetings with parents/guardians. This additional meeting will be utilized to discuss goals, language development and assessment results.

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

Paste response to question here:

P.S. 536x provides ongoing workshops during our PTA meetings inviting general ed, SWD, and ELL parents to attend. Workshop topics include: Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. Parents’ are encouraged to participation in the following:

- Parent Association’s General Meetings
- School Leadership Committee
- I.E.P. Conferences
- School Assemblies
- Parent-Teacher Conferences
- Parents’ Meetings and Workshops
- ENL Parent Orientation
- Fund raising
- Curriculum Night (September)
- Language Allocation Policy

At P.S. 536x we make every effort for parents to become involved in their child’s education. This has resulted in a high percentage of parental involvement in all school events. An example of this is during our elaborate Winter Holiday and Spring Shows, directed by our music teacher, Mr. Picorelli, which parents attend to celebrate students hard work. Our principal, Mr. Yarbrough also has an open-door policy where parents feel free to visit the school or meet with administrators and staff to discuss their children’s education.

During all the meetings and events, translators are available to assist parents of ELLs with any language challenges. Translated letters are sent home to parents informing them of the availability of translators during the parent teacher conferences, monthly meeting and/or workshops given at P.S. 536x.

Additional Information

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

Paste response here: P.S. 536x offers a Pre-K program. Parents of Pre-K are invited to visit the kindergarted class in June to meet teachers and hear about the kindergarten curriculum.

- During the course of the day, ELLs, especially the newcomers visit grade appropriate websites in the computer and listen to stories, research topics, and practice alphabet recognition and decoding skill to hone in on their English.
- We have placed a strong focus on professional development for ELL’s
- We create inter-visitation within our teachers’
- We have planned units of study which are rigorous and focus on genres.
- Technology is integrated through most content areas in the classrooms making the lessons interactive and feasible for ELLs.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jesse Yarbrough, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse Yarbrough</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cynthia Moy</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bashan Fernandez</td>
<td>Parent Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Arelis Zapata</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
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<tr>
<td>Melanie Colon</td>
<td>Parent</td>
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<tr>
<td>Keshma, Benjamin, Math</td>
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<tr>
<td>Yvonne McCawley, ESL</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>n/a</td>
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<tr>
<td>Elizabeth Gonzalez</td>
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<tr>
<td>Rafaela Espinal Pacheco</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wladimir Pierre</td>
<td>Field Support Center Staff Member</td>
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</tr>
<tr>
<td>Yovanka Espinal</td>
<td>Other Special Ed Coord.</td>
<td></td>
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<tr>
<td>Laura Rivera</td>
<td>Other ESL/SETTS</td>
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<td></td>
<td>Other ____</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Yvonne</td>
<td>McCawley</td>
<td>ENL Coordinator</td>
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<tr>
<td>Barbara</td>
<td>Garcia</td>
<td>Office Manager</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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

At P.S. 536, the following steps were used to assess the preferred languages of the parents for both oral and written forms. During the initial registration period, documents are given to the parents in their preferred language, if available. Both the Student Identification Emergency Card and the last two questions of the Home Language Survey asks the parent their preferred language before signing the form. This information is transferred onto the initial ATS during registration. Also, during the beginning of the school year a survey is sent home by backpack to the parents regarding workshops being provided requesting their preferred language so that interpretation could be arranged for any upcoming meetings. An RAPL, UPPG, RPOB, and RCPL reports from ATS could also be generated indicating the parents home language for the entire school. School staff members that speaks Spanish, French, Arabic, Bengali and Mandingo provide translation services, if needed. For all other languages, translation can be completed via the DOE Translation Unit.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>0.23</td>
<td>1</td>
<td>0.23</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0.23</td>
<td>1</td>
<td>0.23</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>
| Monthly School Calendar| Monthly                                | • Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member)  
• All Correspondence is reviewed for errors and grammar before is backpacked home.  
• Letter is sent home via backpack.  
• Language options are available by staff members (Spanish, Arabic, Bengali, French and Mandingo)  
• Translation and Interpretation Unit is called, if needed. |
<table>
<thead>
<tr>
<th>Photo Release Forms</th>
<th>September and ongoing registration</th>
</tr>
</thead>
</table>
| • Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member)  
• All Correspondence is reviewed for errors and grammar before is backpacked home.  
• Letter is sent home via backpack.  
• Language options are available by staff members (Spanish, Arabic, Bengali, French and Mandingo)  
• Translation and Interpretation Unit is called, if needed.  
• Use of templates from the Translation and Interpretation Unit. |

<table>
<thead>
<tr>
<th>Before and After schools letters</th>
<th>October - November</th>
</tr>
</thead>
</table>
| • Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member)  
• All Correspondence is reviewed for errors and grammar before is backpacked home.  
• Letter is sent home via backpack.  
• Language options are available by staff members (Spanish, Arabic, Bengali, French and Mandingo)  
• Translation and Interpretation Unit is called, if needed. |

<table>
<thead>
<tr>
<th>New York State Testing Dates</th>
<th>Ongoing</th>
</tr>
</thead>
</table>
| • Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member)  
• All Correspondence is reviewed for errors and grammar before is backpacked home.  
• Letter is sent home via backpack.  
• Language options are available by staff members (Spanish, Arabic, Bengali, French and Mandingo)  
• Translation and Interpretation Unit is called, if needed. |

<table>
<thead>
<tr>
<th>Event Letters and Letters from Principal</th>
<th>Monthly</th>
</tr>
</thead>
</table>
| • Letter is translated using a variety of sources (Translation Interpretation Unit, Google Translate, Bilingual Staff Member)  
• All Correspondence is reviewed for errors and grammar before is backpacked home. |
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent workshops conducted by staff members</td>
<td>Monthly</td>
<td>• Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language Translation Unit is contacted, if needed (Over the phone translation)</td>
</tr>
<tr>
<td>Parent Teacher Conference / Open House</td>
<td>November, February and May</td>
<td>• Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language Translation Unit is contacted, if needed (Over the phone translation)</td>
</tr>
</tbody>
</table>
### Parent Orientation
- **Date:** September
- Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)
- Language Translation Unit is contacted, if needed (Over the phone translation)

### Parental Engagement
- **Ongoing on Tuesdays**
- Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)
- Language Translation Unit is contacted, if needed (Over the phone translation)

### School Leadership Team Meetings
- **Monthly**
- Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)
- Language Translation Unit is contacted, if needed (Over the phone translation)

### Kindergarten Orientation Meeting
- **June**
- Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)
- Language Translation Unit is contacted, if needed (Over the phone translation)

### IEP Meetings
- **Monthly**
- Translation is provided through language-specific staff members (Spanish, Arabic, Bengali, French and Mandingo)
- Language Translation Unit is contacted, if needed (Over the phone translation)

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3. **Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.**

    In an event of a school emergency, limited-English proficient parents will be contacted by the school using the android app called REMIND. Its an app that is connected to the parents phones or internet which delivers the message in English and Spanish. Also families will be contacted by language-specific staff members via phone, letter, website or social media. The NYCDOE Language and Translation Office will be used for other languages.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Language Access Coordinator will attend training being offered by NYCDOE Translation and Interpretation Unit. In-house Professional Development for accessing translation and over-the-phone interpretation services from Translation and Interpretation Unit, will be provided to all staff members (Chancellor’s Regulation A-663), Index cards with information and phone numbers and resources will be distributed to all staff members as well as displayed in the main office.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Upon entering P.S. 536, parents are greeted with signs displayed in our bulletin board outside the main office offering our Limited English parents an opportunity to have access to programs and services critical to their child’s education. Additionally, a Language Identification Card and Welcome Poster are displayed on the main counter in the office and entrance to the building. Index cards are distributed to all the staff members so that parents can identify their native language and over-the-phone interpreter can be contacted, if needed. In house translators will be provided (Spanish, Arabic, Bengali and Mandingo) when needed at workshops and parental meetings to ensure that each family will receive translation. Brochures, flyers and letters are translated in the dominate language(Spanish) to support communication.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parental surveys are distributed during PA meetings to ascertain parents feedback regarding the quality, need and availability of services. The Parent Coordinator can also direct parents to the appropriate school personnel for the necessary resource needed. Parents can also bring issues and concerns to the monthly SLT meeting.