

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 12X536  
**School Name:** PS 536  
**Principal:** SASHA MEDINA

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 12X536  
School Type: Public Grades Served: Pre-K, 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: Sasha Medina Email Address: SMedina10@schools.nyc.gov  
Principal: Sasha Medina  
UFT Chapter Leader: Karen White  
Parents' Association President: Ingrid Dawson  
SLT Chairperson: Damont Singletary  
Student Representative(s): N/A

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1434 Longfellow Ave  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718- 328- 2310 Fax: 718- 409- 8047

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 534 Network Leader: Ben Waxman

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

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. 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.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sasha Medina	*Principal or Designee	
Karen White	*UFT Chapter Leader or Designee	
Ingrid Dawson	*PA/PTA President or Designated Co-President	
Wanda Garcia	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Josephine Velasquez	Member/ Parent	
Clifton Hill	Member/ Parent	
Cynthia Moy	Member/ Teacher/UFT	
Damont Singletary	Member/ Teacher/UFT/Chair	
Jesse Yarbrough	Member/AP	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. 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 strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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 Capacity Framework 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 in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** 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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **MISSION STATEMENT AND VALUES**

#### **Mission Statement:**

P.S. 536 is a fully inclusive public school in the Bronx committed to the development of the whole child, where students are encouraged and supported in order to thrive and reach their full potential as members of their community and the world.

#### **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.

#### **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 1<sup>st</sup> Grade Cook Shop, Music Together (Pre-K-1), 2<sup>nd</sup> Grade Swim Lessons, Violin (3<sup>rd</sup>/ 4<sup>th</sup> Grade), Grant for Lego Robotics (3<sup>rd</sup>/4<sup>th</sup> Grade), morning Tai Chi, 3<sup>rd</sup> and 4<sup>th</sup> Grade Book Club, Enrichment Clubs (Debate, Salsa Dancing, Video Making, Photography, etc.), school-wide writing contests.
- Winter & Spring Concerts, PBIS Assemblies, Spirit Days, Parades, Class trips, Holiday Celebrations, School-wide contests.

#### **Special features and qualities of the P.S. 536 professional learning community include:**

- Lunch & Learns
- Vertical and Horizontal Weekly Teacher Meetings
- Grade Level Leaders
- Curriculum Writing Team
- Monthly ½ Day PD (Danielson)
- Smart Boards in every classroom
- Weekly Child Study Team meetings.

**Unique features of our school community:**

- Open School Night in September
- PTA meetings, activities and fundraising events
- Monthly Coffee Friday meetings
- Parent Workshops regarding Common Core Learning Standards
- Weekly ESL Classes for Parents (Starting January, 2014)
- High number of Learning Leaders have been trained to volunteer in classes

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

- Grants Received
  - AIDP Grant for Counseling in Schools to target chronic absenteeism family outreach (\$50,000)
  - New York Yankees Community Benefit Fund to create a Lego Robotics Club (\$15,000)
  - Reso A Grant for Instructional Technology: two laptop carts, Active Table, 20 desktop computers, furniture, etc. (\$250,000)
  - Music Together to run weekly Music Classes in all Pre-K, K, and 1<sup>st</sup> grade Classes (\$20,000)
  - 21<sup>st</sup> 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)
  - Bronx Arts Ensemble to enhance arts program (\$50,000/year)
  - BOOST Grant for attendance incentives to take students to a Broadway Musical (\$2,500)
- Developed Relationships with the following organizations and institutions:
  - Columbia Teachers College: 10 student teachers over two semesters
  - NYCDOE Bilingual Pupil Services: three fulltime Bilingual Paraprofessional
  - CUNY Tech: One part-time technology intern

**Summary Of School's Challenges**

One challenge at PS 536 is creating rigorous, meaningful, and highly engaging curriculum units that allow all students to meet Common Core Learning Standards.

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

**Section 5A – Capacity Framework 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

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

#### 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)
- In 2013-2014, PS 536 Met Targets for Student Progress. The school specifically excelled in Student Progress for ELLS in ELA (2013-2014 School Quality Guide)

#### Needs:

- In 2013-2014, PS 536 was “Approaching Target” in Student Achievement and Closing the Achievement Gap. Our goal is to meet target in both of these areas, as well as to exceed target in the areas of Student Progress and School Environment. (2013-2014 School Quality Guide)
- Further strengthen the processes to regularly evaluate the quality of the curricula and school culture in meeting students’ needs so that school-level decisions meet the expectations of the CCLS (2013-2014 SQR).

Further align assessment practices across all classrooms so that teachers make effective adjustments and students are aware of their next learning steps (2013-2014 SQR).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By April of 2015, 26% of our 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve a performance level of 3 or 4 on the NYS ELA Assessment AND 31% of our 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve a performance level of 3 or 4 on the NYS Math Assessment.

The above student outcomes will demonstrate effective, inclusive instruction and rigorous curriculum that is aligned to the CCLS

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers, in collaboration with school leaders and instructional coaches, will continue to modify, enhance, and adapt our teacher-created ELA Curriculum to ensure strong alignment to CCLS. In addition, teachers will use small group instruction, differentiated scaffolds and supports, and ongoing formative assessments to monitor for progress in both ELA and Math.	All Students	September - June	All Teachers, Coaches, A.P. and Principal
Students with Disabilities will be placed in the least restrictive environment whenever possible to ensure their access to a rigorous and engaging curriculum – this include 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 ESL 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.	ELLs and SWD	September - June	Special Education Teachers, Bilingual / ESL Teachers, Bilingual Coordinator, IEP Coordinator, A.P., Principal
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 Home (2 <sup>nd</sup> Grade), Using Math at the Supermarket (1 <sup>st</sup> grade), and Using NYC as Your 2 <sup>nd</sup> Classroom (4 <sup>th</sup> Grade).	Families	October - June	All Teachers, Coaches, A.P. and Principal
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.	All staff	Year round	All Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Network and District Support Staff, Instructional Coach, IEP Coordinator, Bilingual Coordinator.

Schedule Adjustments: weekly grade-level meetings, bi-weekly Department Meetings & Vertical Team Meetings.

#### **Part 5 – Budget and Resource Alignment**

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 Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Using Renaissance, our schoolwide, digital progress monitoring tool, teachers can assess student at least monthly and get an accurate report in Math and ELA with strengths, weaknesses, and specific next steps for individual students as well as groups of students. Grade teams will meet with administration once a month review this data and create plans for groups. In addition, students can be tested on demand as needed and teachers will adjust their instruction groups and objectives according to the data. Parents will receive reports in November, February, and May and as needed.

A midway goal is the following: By February of 2015, 26% of our 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade students will be 'On Target' to perform at level 3 or 4 on the NYS ELA Assessment (as measured by Renaissance) AND 31% of our 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> grade students will be 'On Target' to perform at a level 3 or 4 on the NYS Math Assessment (as measured by Renaissance).

We also monitor for progress towards our goals by conducting baseline and end-of-unit assessments for all writing and math units, and by assessing CCLS Standards through NYS Simulations. All data is collected, analyzed, and used to make instructional decisions.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5B – Capacity Framework 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

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

**Strengths:**

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.

- 96% of teachers feel that order and discipline are maintained at our school (School Quality Snapshot 2014)
- 94% of parents were satisfied with the school culture (School Survey 2013-2014)
- 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:**

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 constituents 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 ESL classes for parents
- Holding monthly workshops for families
- Having weekly meetings with specific parents and teachers and administration

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, 98% of parents and 100% of teachers will indicate that they feel “satisfied” with the school culture, as indicated on the 2014-2015 Annual School Survey

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Create and Maintain a PBIS system that allows students to earn “peace points” for positive behavior, create experience-based incentives for positive behavior (lunch with a teacher, relay races in gym, etc.)	All Students	September-June	All Staff
Develop the staff with training around RTI and LSCI (Life-Space Crisis Intervention Training) through in-house workshops facilitated by teachers, counselors, and other support staff.	All Staff	3 Trainings Dates (December, February, March)	School Psychologist, IEP Coordinator, Principal, A.P.
We received an AIDP Grant (Counseling in Schools) that allows us to bring on an Art Therapist 3x a week to work with students individually and in small groups.	Counseling in Schools	September-June	Counselor, Principal, A.P
Weekly Assemblies to encourage positive behavior, virtues of the month.	All staff	September-June	All staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tracking System for PBIS

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Purchasing items for School Store, training rate and per session for after-school and weekend PD

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

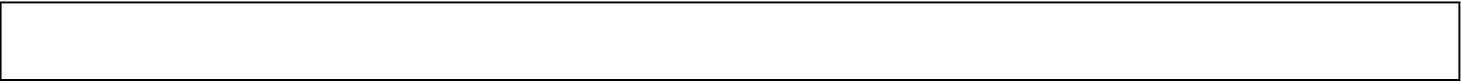
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In order to monitor for progress, we will analysis data from OORS and work with the PA, PTA, teachers and students to ensure that all students and families feel safe, comfortable, challenged, and supported

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



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

**Section 5C – Capacity Framework 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

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

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:

- 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 and 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

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 100% of teachers will co-facilitate at least one on site professional development for the other teachers and paraprofessionals AND 100% of teachers will visit the classroom of another teacher and offer feedback at least one time during the school year.

### Part 3 – Action Plan

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

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. 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).
17. Strategies to increase parent involvement and engagement

**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?*

18. Activities that address the Capacity Framework element of Trust			
Weekly planning meetings with all teachers and paraprofessionals across grade level teams and vertically across the school. Weekly, hour long PD time.	All pedagogues	September through June	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 through June	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 through June	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 through June	All pedagogues AP Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School will work closely with CFN 534, 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.
- Title I Social Worker to provide support services to at-risk learner

**Part 5 – Budget and Resource Alignment**

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 Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February of 2015, at least 65% of teachers will have co-facilitated at least one professional development session for their colleagues and at least 65% of teachers have conducted an intervisitation and provided feedback to another teacher.

**Part 6b. Complete in February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5D – Capacity Framework 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

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

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)

o 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 team 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.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 33% of teaching staff will take on leadership responsibilities, including leading team meetings, presenting on a topic, leading an initiative, or participating grant writing.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Grade Leaders will be vetted the summer before the school year begins so that they can be trained and work together to build capacity within their team as well as build trust within the grade leaders themselves.	Entire School Community	August 2014- June 2015	Grade Leaders and administration
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.	Department Leaders and all teachers and administration	August 2014- June 2015	All staff
Working with our Parent Coordinator, teachers will create a plan to communicate with parents about best practices.	Entire School Community	August 2014- June 2015	All staff
Ps 536 will continue to build trust through our collaborative practices and our open communication within staff and with families.	Entire School Community	August 2014- June 2015	All staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• School will work closely with CFN 534, other schools, and to help support efforts and professional development initiatives.</li> <li>• Instructional Coach, Special Education Coordinator, Bilingual Coordinator, and administration to provide professional development aligned to the CCLS</li> <li>• Teacher per session for curriculum mapping and differentiated professional development.</li> <li>• Title I Social Worker to provide support services to at-risk learner</li> </ul>

**Part 5 – Budget and Resource Alignment**

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 Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Fair Student Funding (Tax Levy), Title I Funds, and human resources were used to implement this action plan from Sept. 2014-June 2015 as indicated below:

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

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 25% of teachers will have led at least one leadership activity / role.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5E – Capacity Framework 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

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Strengths:

Examples of effective communication with parents and visible strategies to increase family participation and engagement:

- 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 (2<sup>nd</sup> Grade), Using Math at the Supermarket (1<sup>st</sup> grade), and Using NYC as Your 2<sup>nd</sup> Classroom (4<sup>th</sup> 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

Needs:

- 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

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, at least 90% of all families will participate in at least one family\school event, as measured by attendance sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
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 (2 <sup>nd</sup> Grade), Using Math at the Supermarket (1 <sup>st</sup> grade), and Using NYC as Your 2 <sup>nd</sup> Classroom (4 <sup>th</sup> Grade).	All Families	October-June	All Teachers
Growing Parent ESL Class to include a broader range of parents	All ELL Parents	November-May	Principal, AP, Parent Coordinator, Bilingual Coordinator, Teachers
Formalizing a system for notifying parents about student progress using Renaissance and other student performance data.	All Families	November-May	All Staff
Training parents to become more proactive volunteers in the school community; field-trip chaperone training, learning leaders training, etc.	All Families	September-May	All Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Planning time for teachers to plan parent workshops, per session for after-school family engagement events, system for tracking which parents we reach.

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

School will work closely with CFN 534, 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.
- Title I Social Worker to provide support services to at-risk learner

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least 60% of parents/ families will have attended at least on family engagement event.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>- Fountas &amp; Pinnell Assessment</li> <li>- Renaissance Star Reading Assessment</li> <li>- Periodic Benchmark Assessments</li> <li>- Curriculum based Writing Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Ready</u>: 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.</li> <li>- <u>Reach</u>: 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. –</li> <li><u>Imagine Learning</u>: an interactive computer based program used to support the literacy development of targeted ELL students, through</li> </ul>	<ul style="list-style-type: none"> <li>- <u>one-to-one and small group instruction</u>: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</li> <li>- conducted 4x’s a week, 20-30 minutes per day</li> <li>- conducted daily for 30-45 minutes per day</li> <li>- conducted daily for 30-45 minutes per day</li> <li>- <u>one-to-one and small group instruction</u>: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Provided during the school day.</li> <li>Provided during Saturday Academy.</li> </ul>

		<p>differentiated literacy instruction.</p> <ul style="list-style-type: none"> <li>- <u>Fountas &amp; Pinnell Leveled Literacy Intervention</u>: a supplementary intervention program designed to help at-risk instructors provide small group instruction to the lowest achieving students.</li> <li>- WADE – Wilson Assessment for Decoding and Encoding</li> <li>- <u>Wilson Reading System</u>: a supplementary research based multi-sensory program designed for students who struggle with decoding and encoding.</li> <li>- <u>Ready</u>: 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.</li> </ul>		
<b>Mathematics</b>	- GO Math Unit Assessments	<u>Measuring Up to the NY Common Core-</u>	- <u>One-to-one and small group</u>	Provided during the school day

	<ul style="list-style-type: none"> <li>- Renaissance Star Math Assessment</li> <li>- GO Math Unit Assessments</li> <li>- Renaissance Star Math Assessment</li> <li>-Periodic Benchmark Assessments</li> </ul>	<p><u>Math</u>: a supplementary instruction and practice program that addresses the CCLS with an emphasis on analyzing, interpreting and evaluating information.</p> <p><u>Touch Math</u>: a supplementary research based CCSL multi-sensory program designed for students who struggle with acquiring basic math skills</p> <p><u>Ready</u>: 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.</p> <p><u>Big Brainz</u>: a computer based math program designed to develop fluency of basic mathematical skills through engaging math games.</p> <p><u>Ready</u>: an instruction and practice program that addresses the CCLS that builds conceptual mathematical</p>	<p><u>instruction</u>: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</p> <ul style="list-style-type: none"> <li>- conducted daily for 30-45 minutes per day</li> <li>- <u>one-to-one and small group instruction</u>: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</li> <li>- conducted for 30 minutes per day for 4-5 months</li> <li>- <u>one-to-one and small group instruction</u>: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</li> </ul>	<p>Provided during the school day</p>
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		understanding and procedural fluency with on-going co-operative dialogue that focuses on DOK questioning.		
<b>Science</b>	<p>-- Fountas &amp; Pinnell Assessment</p> <p>- Renaissance Star Reading Assessment</p> <p>- Measuring Up Unit Assessments and Pre/Post Assessments</p>	<p>Science &amp; Social Studies is integrated into the ELA curriculum.</p> <p>Students engage in hands-on science investigations, read non-fiction science and social studies texts and formulate written responses.</p> <p><u>Measuring Up to the Common Core - Science:</u> a multi-sensory approach using investigating strategies and hands-on manipulatives to perform tasks that are aligned to the CCLS.</p>	- <u>one-to-one and small group instruction:</u> the teacher provides targeted reading and writing instruction to individual students based on their specific needs	Provided during the school day
<b>Social Studies</b>	<p>- Fountas &amp; Pinnell Assessment</p> <p>- Renaissance Star Reading Assessment</p> <p>- Measuring Up Unit Assessments and Pre/Post Assessments</p> <p>-</p>	<p>Science &amp; Social Studies is integrated into the ELA curriculum.</p> <p>Students engage in hands-on science investigations, read non-fiction science and social studies texts and formulate written responses.</p> <p><u>Measuring Up to the Common Core - Science:</u> a multi-sensory approach using</p>	- <u>One-to-one and small group instruction:</u> the teacher provides targeted reading and writing instruction to individual students based on their specific needs	Provided during the school day

		investigating strategies and hands-on manipulatives to perform tasks that are aligned to the CCLS.		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>- Behavior observations</li> <li>- Teacher anecdotal records</li>   <li>- Attendance reports</li> <li>- Behavior observations</li> </ul>	<p>At-risk services provided by counselor, psychologist and social worker through the following: peer-mediation, talk/play therapy, music therapy, art therapy, behavior intervention plans, check-in check out system and P.B.I.S.</p> <p><u>Counseling in Schools:</u>  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. CIS also helps children who struggle with homelessness, bullying, violence, disruption in class, mental trauma and truancy.</p>	<ul style="list-style-type: none"> <li>- individual or small group therapy sessions</li> </ul>	<p>Provided during the school day.</p>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

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

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 oin the building.

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

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

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.

Monthly Topics Include:

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

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$331,378	X	After-School & Saturday programs, rigorous curriculum, PD, technology for students.
Title I School Improvement 1003(a)	Federal	N\A	N\A	N\A
Title I Priority and Focus School Improvement Funds	Federal	N\A	N\A	N\A
Title II, Part A	Federal	N\A	N\A	N\A
Title III, Part A	Federal	\$12,320	X	Support our ELLs to meet our "rigorous instruction" goals by creating a Saturday Academy for ELL Students.
Title III, Immigrant	Federal	\$3496	X	Support our ELLs to meet our "rigorous instruction" goals by creating a Saturday Academy for ELL Students.
Tax Levy (FSF)	Local	\$2,315,426	X	After-School & Saturday programs, rigorous curriculum, PD, technology for students.

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **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.
8. **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:

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

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 536, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 536 will support parents and families of Title I students by:

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

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

school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center; 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 No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### I. School Responsibilities

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

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

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

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

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities:

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

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

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

## Part I: School ELL Profile

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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>536</b>
School Name <b>P.S. 536</b>		

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

Principal <b>Sasha Medina</b>	Assistant Principal <b>Jesse Yarbrough, I.A.</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Gabriel Thomas</b>	Guidance Counselor <b>Karen White</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maribel Rivera</b>
Related Service Provider <b>Cynthia Moy</b>	Other <b>Yvonne McCawley- Bil Coord</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>333</b>	Total number of ELLs	<b>116</b>	ELLs as share of total student population (%)	<b>34.83%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	63	0	0	0	0	0	0	0	0	63
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	40	0	12	0	0	2	0	0	0	40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>103</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>103</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	22	19											63
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>19</b>	<b>0</b>	<b>63</b>									

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	6	1	10	6									30
Chinese														0
Russian														0
Bengali	2	1		4										7
Urdu														0
Arabic	3	1	3	6	2									15
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>20</b>	<b>8</b>	<b>0</b>	<b>53</b>							

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	40	2	3	2	1									48
Intermediate(I)	2	7	3	10	3									25
Advanced (A)	2	10	8	9	3									32
Total	<b>44</b>	<b>19</b>	<b>14</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>105</b>							

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	23	19	6	0	48
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	16		22		8		2		48
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

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

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

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

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

In addition to the LAB-R, Spanish LAB, ELL Periodic Interim Assessment, and the NYSELAT, students are assessed using Fountas and Pinnell in the lower grades (K-2) and Renaissance for the upper grades (3 & 4) to determine their instructional levels within the

classroom. In the TBE classes, students are assessed using EL-SOL during the fall and spring in their native language. These reading assessment tools, tests the students' accuracy and self-correction, comprehension and fluency. 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 is acceptable only as long as the response for that question demonstrates the child understands. 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. The bilingual / ESL teacher plans instruction to develop vocabulary, phonemic awareness and reading readiness to help the student. A less threatening environment is established to help the child respond more positively. Articulation with the teacher is done more often, and the parent's cooperation is solicited to follow up on the child.

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

According to the data patterns across proficiency levels and grades, ELL's are continuously scoring higher in the listening and speaking sections. While most of our ELLs have demonstrated gains in reading and writing scores, they continue to struggle in these areas. It was found in the LAB-R, that the newly enrolled students are entering the educational system with no prior knowledge of the English language orally or written in form. However, the students that took the LAB Spanish dominated their language orally, but limited in written form.

As a whole, the 78 ELLs serviced in the 2012-2013 showed progress as 21 students scored an overall level of Proficient.

(Kindergarten – 11 tested out, 1st grade – 5 tested out, 2nd grade – 3 tested out, and 3rd grade – 2 tested out) Kindergarten students made a significant gain, while students in 1st, 2nd and 3rd grade made progress in their proficiency levels. However, 13 students as a whole stayed at the same proficiency levels. (2nd grade – 9 students, 3rd grade – 2 students, 4th grade – 2 students). the spring NYSESLAT modality reports are not available on RNMR at this time.

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

The State did not provide this report for the New York City Public Schools.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The pattern across Proficiency level in Kindergarten is constant both for the TBE and ESL students. In the lower grades, students fall at the beginning level of language proficiency. The students in kindergarten are more comfortable using their native language (Spanish), as opposed to English. Students in grade 1 through 4 prefer to communicate to their teachers and peers in English. The students who took the NYS Mathematics exam during the 2012-2013 school year preferred to take the exam in English, as opposed to their native language. Translated form of the Math test was offered to them.

B and C. P.S. 536 chose to participate in the ELL periodic Assessment for the 2013-2014 school year. Teachers and administrators use the results of the ELA and MATH assessments (including NYS Assessments and Unit tests) to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. Consistently analyzing data is a focus and a trend at P.S. 536. These assessments provide teachers and administrators the progress the ELL students make throughout the year. It addresses the needs of the students and informs us as whom is progressing and what needs to be taught or needs clearer modification.

In the TBE classes, GoMath was ordered in Spanish in which the teachers use to teach math. All TBE classes have one period a day of NLA using the ESTRELLITA or Cancionero programs. In math, all students are assessed with unit tests, teacher made tests, and teacher observations.

In the ESL program, NLA is supported by the use of dictionaries, multicultural books and realias to bring in the prior knowledge. the computer is used to translate, when necessary.

Math and Science State exams were ordered in Spanish for students. School leadership and teachers will use this data to drive instruction and facilitate grouping within their classroom.

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

P.S. 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 their performance on the Periodic and Benchmark assessments. In 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 and well as vertically (grade leaders) to share data, address needs and celebrate success. 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. Parents are invited to share child's previous schooling and language experiences. the layers of instructional support and intervention provided the ELL student with early intervention through a tiered system.

6. How do you make sure that a child’s second language development is considered in instructional decisions?

At P.S. 536 classroom teachers consider the development of second language by employing ESL strategies in reading comprehension and assuring thorough development of writing. The reading /writing modalities include vocabulary development using the Fryer model and planning using SIOP. Modeling writing and conferring with students will assist to build second language acquisition. Differentiated instruction will allow the TBE/ESL teacher to individualize instruction based on the assessed needs.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Does not apply to P.S. 536x

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

The success of the TBE/ESL program for ELLs is based on the results of making gains (.43) within the language levels of proficiency using the NYSESLAT. 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.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At enrollment, the Pupil Accounting Secretary will contact the Bilingual Coordinator, Yvonne McCawley to conduct the initial screening procedures at registration of a newly admitted student to the NYC Public School system. She reviews the Home Language Information Survey (HLIS), to determine eligibility the HLIS is given to the parents in their home language, if necessary, as per the New York State regulations. An informal oral interview is given to the child in English given by the Bilingual coordinator, and if needed, in the child's native language (Spanish). All identified students whose home language is other than English are given a formal assessment within 10 school days of the child's entry into a New York City Public School, with the LAB-R and /or Spanish LAB by the Bilingual Coordinator.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the month of September, within the first 10 days of school, Parent Selection Forms, Entitlement Letters, Non-Entitlement Letters and Continuation of Service letters are sent home in their native language, if available. The Parent Coordinator, Maribel Rivera and the Bilingual Coordinator, Yvonne McCawley schedules a Parent Orientation meeting to inform parents of the three choices that the Department of Education offers them. During the meeting, Transitional Bilingual, Dual language and Freestanding ESL are explained to them. Parents view the informational video provided by the Office of English Language Learners that provides intricate/explicit information about each program option. If needed, the video is presented in the parents native language. The video is followed by a discussion, which facilitates parents' understanding of the programs. A brochure of the programs is given to the parents in their native language. They also have an opportunity to address concerns and questions. The Parent Selection form is explained by the Bilingual Coordinator, in which parents have the opportunity to select their choice of program regarding the programs. The Interpretation and Translation Service Unit is contacted over the phone (718-752-7373), for other languages, if needed. If the Bilingual Coordinator meets with the parent individually, the video will be viewed using the computer in the school's family room. Information of the programs will be given as well as the appropriate letters. However, if a transfer student is admitted into our school, the Bilingual Coordinator is immediately contacted to verify the student's exam history report using the Automated School System (ATS), so that the student could continue to be placed accordingly. After the parent select and signs the form, the appropriate information is entered on the ELPC screen on ATS.

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

The Bilingual Coordinator, Yvonne McCawley keeps an updated list making periodic adjustments to ensure that all identified ELL students have a signed Entitlement Letter (Appendix D) and Placement Letter which are kept on file in a binder. This binder is kept in the Bilingual coordinators office. The Bilingual coordinator updates these list making periodic changes of all new admits making sure the program selection letter are returned and signed. If not returned, parents will be contacted by phone and second notice will be sent home. If no letter is returned, we attempt to have them sign and select the program of choice during Parent Teacher Conferences or during the dismissal procedure. At PS 536x, 99% of the entitlement letters are returned signed and dated. Our program model is aligned with parental choice.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Students identified as English Language Learners are placed in a program according to the Program Selection form. In cases where Spanish is the dominant language, parents are given the option of placing their children in a Transitional Bilingual Spanish class, which we offer in kindergarten, first, and a bridge second/third grade class. ESL classes are offered from K through 4. We presently have 4 students in grade 4 who are Spanish dominant. The LAB-R, Spanish LAB and NYSESLAT assessment scores are used to place identified ELLs in the appropriate ESL level of instruction. At the time of enrollment, program options are explained to parents in their native language, if needed.

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

The Bilingual Coordinator, who is also the schools Testing Coordinator, Yvonne McCawley prints out all eligibility reports for the LAB-R and NYSESLAT using reports from ATS computer system (RLER, ELPC, RADP - admits) the first day of each week. Also, for the LAB-R, the Pupil Accounting Secretary gives Ms. McCawley a report that is generated from ATS each Monday identifying NEW admits eligible for LAB testing. Ms. McCawley tests the student within the 10 school day period frame, hand scores it, and keeps records for each student. For the NYSESLAT, the teacher prints out the RLAT and RNMR reports to identify students who are taking the assessment. The teacher then creates a schedule for each of the modalities (Speaking, Listening, Reading and Writing) are scheduled within a time frame window, in accordance with the State testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Education Plan (IEP) are provided with testing accommodations. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the test is scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged for

scanning.

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

P.S. 536 offers a TBE program in kindergarten, first, and a bridge two/three class. All other students are placed in the Free Standing ESL program in grades K – 4th. This year, the majority of the incoming Spanish speaking kindergarten students were placed in the TBE program, making it the first kinder class to “fill-up”. Roughly 9 parents of incoming new students chose the ESL program as opposed to bilingual or dual language, which we do not offer.

Based on parental request, our TBE classes are organized as follows to accommodate our needs: Kindergarten – 1 class, Grade 1 – 1 class, Grade 2/3 – 1 class. Program model at P.S. 536x is aligned with parental request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

The ELL programs in place at P.S. 536x are composed of three Transitional Bilingual Spanish classes in grades K , 1 and a bride 2/3 and Free Standing push-in/pull-out ESL for grades K-4th. All classes/groups are heterogeneously grouped across the grades. Students in a special education setting are serviced through the Free Standing ESL program by a certified teacher. The TBE and Free Standing push-in/pull-out ESL programs maintained consistency in content area learning with a focus on literacy and language development. The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students at the Beginning/Intermediate level of language proficiency receive the mandated 360 minutes per week and Advanced level students receive 180 minutes of ESL instruction. Students in the TBE program also receive one period per day of Native Language Arts, as per Commissioner's Regulations CR Part 154 mandates.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In our self-contained TBE and ESL model, all students at the beginning and intermediate levels of language proficiency, receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students in the advanced level receive one unit (180 minutes) and five periods of ELA instruction per week, as per CR Part 154 by a certified ESL or bilingual teacher, as per NYSEDs required Units of Instruction. The students in the Transitional Bilingual class also receive the mandated units of ESL according to their proficiency levels and one period per day of NLA instruction in Spanish.

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

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 ESL 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 ESL / 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 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 Ready Gen 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 Ready, Rally, NYSESLAT test prep, all aligned to the CCLS.

As mentioned before, the TBE program delivers content based instruction in Spanish (Math and alternating Science and Social Studies, each week. In the ESL 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 native languages throughout the year?

At P.S. 536x, we ensure that all students are evaluated in their native language. Students who are enrolled in a testing grade (3rd and 4th), 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 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 EL-SOL during the Fall and Spring.

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

ELLs at P.S. 536x are appropriately evaluated in all four modalities (speaking, listening, reading and writing) of English acquisition throughout the school year by being evaluated on peer editing, demonstrations, debates, modeling, following instructions, and writing reports. All students are assessed using LAB-R, Spanish LAB, EL-SOL, Fountas and Pinnell, running records, Renaissance, NYSESLAT, and ELL Interim Periodic assessment. Teachers target students specific instructional needs using the four modalities and are used to drive instruction.

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

The TBE / ESL programs focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as newcomers are offered placement in programs such as the ELL Saturday school program, After School (37 ½ minutes),

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 or Long Tern ELLs 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. P.S. 536x currently has 3 teacher interns from BPS (Bilingual Pupil Services from Lehman College/City College), which assist in facilitating small group instruction within all the TBE classrooms. 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.

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

Instructional programs and grade level materials teachers use to provide academic content areas to ELLs and SWD Universal Design for Learning (UDL), the use of SMART Boards for interactive instruction, 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. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 536x uses curricular, instructional and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiating and using ESL strategies to enhance students' learning. We use the push-in/pull-out model to service the ELLs during SETSS and ESL services. We bridge classes to meet the need of SWD (K/1, 2/3, 3/4), and send students during reading and math period blocks to form homogeneous groups, peer grouping according to proficiency levels, we also schedule students to attend classes in general education as recommended by their IEP. Special Ed, monolingual, ESL, and bilingual teachers collaborate with special providers to address the needs of the ELLs during grade level meetings and Instructional Support Team meetings. All students with disabilities receive the mandated ESL minutes of instruction, as per CR-Part 154, provided by a certified teacher.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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


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

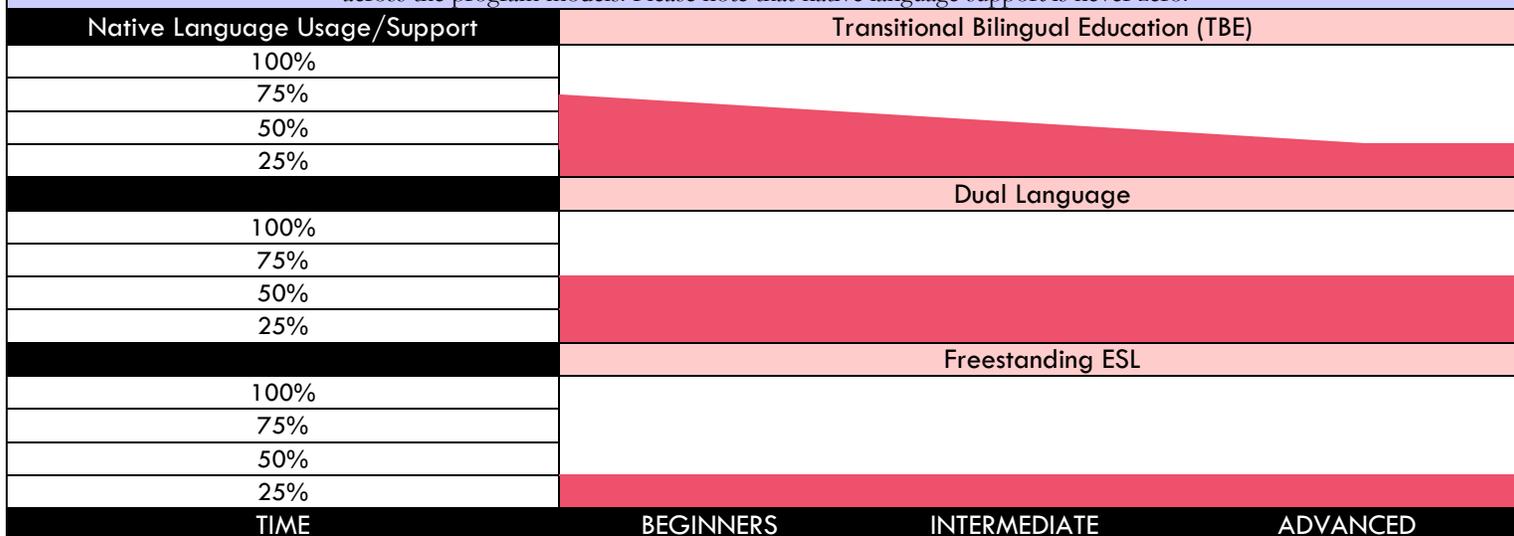
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

The following intervention programs are offered to ELL students at P.S. 536x: Afternoon program (37 ½ minutes of instructional period with a certified teacher, ELL Saturday Academy and Saturday Test Prep, and Boys and Girls Clubs. All students in grades K-4 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.

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

As mentioned before, the ELLs have made linguistic progress from Kindergarten through 4th grade. Out of the 78 students who took the NYSESLAT during the 2012-2013 school year 13 students stayed at the same proficiency level, 20 students reached the proficiency level (tested out), and 45 students moved up a proficiency level (from B to I or I to A). In accordance to this data, our current program, who has certified teachers teaching the students, is showing progress in meeting the needs of our ELL population. All TBE and ESL teachers are appropriately certified and instruct and are aware of students who are identified as ELLs.

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

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-4) for the students identified as ELLs in the TBE and ESL programs. We will also be using the REACH program which is aligned to the Common Core for ESL instruction and ESTRELLITA for Native Language Arts instruction for Kindergarten in the TBE program.

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

Due to the increasing ELL population at P.S. 536x (116 students), we foresee NO programs or services being discontinued.

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

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-4). 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.:

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

Instructional materials used at P.S. 536x are computers, SMARTboards, textbooks, workbooks, dictionaries in the students' native language, thesaurus, novels (when possible in the native language). Also included in the ESL/TBE classrooms are libraries in Spanish, in different genres that portray a wide variety of cultural experience and ethnic backgrounds. They are mostly used for Read Aloud and independent reading. These are especially helpful in supporting student's native language and support instruction and allow for differentiated learning. They are also available on loan for students to take home.

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

Native language support is delivered in the self-contained TBE and ESL 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 Cancioneros, but by mid November we will implement Estrellita which is a comprehensible program to support Native Language instruction.

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

At P.S. 536x all required support services, materials and resources corresponds to the ELLs ages and grade levels. In each classroom there are leveled books to meet the needs of the students (Beginner through Proficient levels). We also provide students, especially new admits, with a desktop dictionary in their native language, if available for clarification during the lessons.

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

During the month of May, the parent coordinator 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.

18. What language electives are offered to ELLs?

**NO language elective is offered to ELLs at P.S. 536x**

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

**We have NO Dual Language program available.**

## C. Professional Development and Support for School Staff

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

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 ESL /TBE instruction. The bilingual coordinator, Yvonne McCawley attends several professional development sessions offered by the Children First Network , the Office of the English Language Learners (OELL), and the Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ESL /bilingual / monolingual / special ed classroom teachers who work with ELLs as needed during our Thursday department meetings, curriculum planning time, Grade Level or Inquiry Team meetings . An ESL specialist from CEI-PEA Children First Network (Rosemary Caban ) is available to meet with the TBE/ESL teacher both in person, via email, and phone to discuss any concerns the ESL/ 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 and CEI-PEA ELL support specialist. Some topics that will be addressed are: Common Core Learning Standards, SIOP, Overview of the ESL/ TBE Program , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), ESL Strategies and Methodologies, Differentiated Instruction, Writer's Workshop, NYSESLAT and LAB-R. 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 Second Cup of Coffee meeting with the Parent Coordinator, Maribel Rivera, we offer workshops to our parents on topics such as: Testing Accommodations 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.

3. Professional Development is provided to all staff keeping them abreast of changes in state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and discuss how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, review special needs of students and examine the status of any evaluation that is pending for a student.

According to the New York State recommendations, our students may remain in an ESL class for three years. Once proficiency is achieved, students may remain for an additional two years as transitional students. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed. Since P.S. 536 is a K-4 school, there is no need to assist the transition of students from elementary to middle school.

4. P.S. 536x will continue to provide ongoing professional development for all teachers to attain the 7.5 hours of ELL training either in-house or off-site when offered, as mandated by the Jose P. legislation. Teachers are currently SIOPizing one area of instruction, creating and implementing content and language objectives within their lesson planning. Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) 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, Pupil Accounting secretary and the Parent Coordinator work closely with the Bilingual Coordinator to receive professional development on their roles in assisting ELL students and their parents.

## D. Parental Involvement

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

1. The Parent Coordinator of P.S. 536x provides on going workshops during her monthly Second Cup of Coffee 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. The Parent Coordinator, Maribel Rivera encourages parents 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
- \* ESL Parent Orientation
- \* Parents as Volunteers
- \* Fundraising
- \* 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 and Spring Shows, directed by our music teacher, Mr. Picorelli, which parents attend to celebrate students hard work. Our principal, Ms. Medina 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.

2. Jacobi Hospital and Bronx Lebanon Hospital provide counseling to ELLs and their parents, if needed. If our school can not provide the mandated services for their child, according to their IEP, a Related Service Authorization (RSA) letter is generated. This letters allows and gives the parent a list of providers which will provide the mandated service to their child during after-school hours.

3. At P.S. 536x, Parent Association (P.A.) meetings are held monthly to keep them abreast of any issue, concerns or events the school may have. Time is allotted for parents to ask questions and/or have concerns that they may have at this time. During these meetings parental needs are evaluated through surveys given by the Parent Coordinator and/or the P.A.. This information is used to plan and organize workshops which best meet the needs of our ELL population.

4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed. Some agencies are : Learning Leaders, UFT Dial-a-Teacher, Community Education Council, and District Family Advocates Office. All surveys are reviewed and activities and guest speakers are scheduled for upcoming meetings based on the survey feedback from the Parent Association.

## E. Additional Information

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

- 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 were selected to be part of the Estrellita Reading for Spanish program which will enhance the instruction of Native Language literacy of our ELLs. This year we are focusing on the TBE Kinder class. Training for this program will not begin until November 2013.
- We purchased the National Geographic REACH Common Core program for our ELLs in Kinder through 4th grade. This program is a content-based reading program addressing all modalities (speaking, listening, reading, and writing) specifically for ELLs. It incorporates academic vocabulary development, has multicultural literature, informational text, content vocabulary, differentiation, text complexity, brings background knowledge and comes with decodable library. It also has a technology piece in which students'/ teachers can access to support and enhance learning. This program was ordered in September 2013 and materials should be arriving shortly. It should be fully completed by November 2013 where teachers' may begin the program.
- As per our Bilingual program overview last year (May 2013), we are ordering more bilingual read alouds, dictionaries, leveled books and materials that are aligned and support teachers' with the Common Core Learning Standards.
- We have placed a strong focus on professional development of 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 VI: LAP Assurances

School Name: <u>P.S. 536x</u>		School DBN: <u>12X536</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sasha Medina	Principal		
Jesse Yarbrough, I.A.	Assistant Principal		
Maribel Rivera	Parent Coordinator		
Gabriel Thomas	ESL Teacher		
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Karen White	Guidance Counselor		
	Network Leader		1/1/01
Yvonne McCawley	Other <u>Bilingual Coordinato</u>		
Cynthia Moy	Other <u>Special Ed Coordinat</u>		
	Other _____		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 12X536

School Name: P.S. 536

Cluster: \_\_\_\_\_

Network: CEI-PEA 534

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

### **Part A: Needs Assessment Findings**

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

At Public School 536x, 34.83% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information such as school activities and events is translated into the dominant language in our school, which is Spanish. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish.

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

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

## Part B: Strategies and Activities

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

At Public School 536X, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by a bilingual pedagogue. These translation services apply to both school wide notices and to notices to individual parents regarding a specific student. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed.

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

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

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

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

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



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

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

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

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

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

Part A: School Information	
Name of School: P.S. 536	DBN: 12X536
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 536 will implement an ELL Saturday Academy which will combine academic intervention for our ELLs in both ELA and Math, enhance our existing TBE program and provide language support to our Newcomers and SIFE students. Staffing for this program will consist of three certified bilingual or ESL teacher, one special education teacher and one supervisor, since it will be the only program being operated in the school building during this time. The supervisor will provide administrative responsibilities, including safety and instructional leadership support to all staff members.

All of the ELLs population from grades 3-5 will be invited to attend this program, including current, former, LTE, and SIFE students (approx. 50-60 students). The program will commence on January 10th and end on March 28th, 2015 (9 sessions).

The first hour, from 8:00am -9:00am, will be devoted to professional development for teachers and administrator who are participating in the Title III ELL Saturday Academy program. These workshops will be conducted by a fully licensed bilingual or ESL teacher participating in the Title III program. From 9:00 am-12:00pm will be devoted to instruction in the core curriculum areas. Our instructional model will be in English consisting of small group instruction in all academic areas. The program will also provide supplemental instructional time and social emotional support to all students. Imagine Learning will utilized to allow students to move forward attaining English language proficiency, using the four disciplines of language acquisition (listening, speaking, reading and writing). Also, iReady will be used to prepare our students for the upcoming NYS ELA and MATH exams. Parents will be invited to participate in a culminating celebration at the end of the ELL Saturday Academy.

Time	Schedule
8:00am – 9:00am	Professional Development for Staff Members
9:00am-10:00am	Imagine Learning
10:00am-10:45am	Math - iReady
10:45am – 11:00am	Snack Time

### Part B: Direct Instruction Supplemental Program Information

11:00am-11:55am	ELA - iReady
11:55am-12:00pm	Dismissal

### Part C: Professional Development

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

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

Begin description here:

Public School 536 will provide ongoing professional development to teachers within the Title III program. All bilingual, ESL, special education, monolingual teachers and supervisor will be invited to attend. It will be provided by a fully certified bilingual or ESL teacher within the Title III program and/or by the vendors that are used to supplement the program. The workshops will be given on Saturday mornings from 8:00am – 9:00am to keep the staff informed of the current trends, policies, ESL instructional models and activities that will help improve teaching practices for our current ELL population. The vendors for Imagine Learning and iReady will be invited to provide ongoing P.D. to the Title III ELL Saturday Academy staff members.

Some of the proposed P.D.'s are: Language Allocation Policy, Getting the Know our ELL population, AMAO – Meeting our Target, Technology and ELLs, Vocabulary Development, and Implementing the SIOF Model.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Public School 536 Title III Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops that focus on providing strategies that will enhance their child's linguistic and academic development. A "Second Cup of Coffee" is a monthly workshop given to parents,

**Part D: Parental Engagement Activities**

facilitated by our parent coordinator, Maribel Rivera, informing parents on topics such as: Meeting the Academic Needs of your Child, Testing Strategies for ELLs, and The Identification Process for ELLs. During all workshops, translation and interpretation service is provided to meet the needs of the community.

Parents will be notified of workshops being offered by a school letter sent home, flyer and phone message in English and Spanish. (Spanish being the dominant and most requested language at our school).

**Part E: Budget**

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

Allocation Amount: \$11200

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

