

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X536**

School Name: **PS 536**

Principal: **SASHA MEDINA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School School Number (DBN): 12x536
Grades Served: PreK, K, 1, 2, 3, 4, 5
School Address: 1827 Archer Street, Bronx, NY 10460
Phone Number: (718) 931-4270 Fax: (718) 931-4275
School Contact Person: Sasha Medina Email Address: SMedina10@schools.nyc.gov
Principal: Sasha Medina
UFT Chapter Leader: Laurel Isidore
Parents' Association President: Ingrid Dawson
SLT Chairperson: Damont Singletary
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Josephine Velasquez
Student Representative(s): N/A
N/A

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: Bx, NY 10460
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: (718)328-2310 Fax: (718) 409-8047

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sasha Medina	*Principal or Designee	
Kathy Gutierrez	*UFT Chapter Leader or Designee	
Ingrid Dawson	*PA/PTA President or Designated Co-President	
Wanda Garcia	DC 37 Representative (staff), if applicable	
Josephine Velasquez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Keysha Thomas	Member/Parent	
Clifton Hill	Member/Parent/Time Keeper	
Cynthia Moy	Member/Teacher/UFT	
Damont Singletary	Member/Teacher/UFT/Chair	
Jesse Yarbrough	Member/A.P./Co-Chair	
Katherine Fernandez	Member/Teacher/UFT/Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shante Wilkerson	Member/Teacher/UFT	
Melanie Colon	Member/Teacher/UFT	
Diheam Byron	Member/ Parent	
Tecora Weekes	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

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

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

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

- ♣ Lunch & Learns
- ♣ Vertical and Horizontal Weekly Teacher Meetings
- ♣ Grade Level Leaders
- ♣ Curriculum Writing Team
- ♣ Monthly PD focusing on 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 focusing on Common Core Learning Standards
- ♣ Weekly ESL Classes for Parents (Starting each January 2016)
- ♣ 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 1st grade classes (\$20,000)
 - 21st Century Community Learning Center Grant through NYSED for Kids Creative/Roads to Success to develop a building-wide, 5-day-a-week- afterschool, summer camp, and vacation programs for 350 students (\$736,000/year)
 - 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 Teaches 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.

12X536 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	426	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	99.1%	% Attendance Rate		90.6%
% Free Lunch	88.3%	% Reduced Lunch		2.3%
% Limited English Proficient	24.8%	% Students with Disabilities		18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.0%	% Black or African American		19.9%
% Hispanic or Latino	72.9%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	0.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		3.81
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.6%	Mathematics Performance at levels 3 & 4		20.2%
Science Performance at levels 3 & 4 (4th Grade)	52.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

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 identified as “Approaching Target” in Student Achievement and Closing the Achievement Gap. Our goal is to meet target in both 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

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

♣ By April of 2016, 26% of our 3rd, 4th, and 5th grade students will achieve a performance level of 3 or 4 on the NYS ELA Assessment and 31% of our 3rd, 4th, and 5th 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>All Students</p>	<p>September-June</p>	<p>All Teachers, Coaches, A.P., and Principal</p>
<p>Students with Disabilities will be placed in the least restrictive environment whenever possible to ensure their access to a rigorous and engaging curriculum –this includes flexible scheduling and push in service. English Language Learners will be exposed to academic and social language in classrooms and their language acquisition will be supported by specialized programs (Imagine Learning) and trained bilingual and 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.</p>	<p>ELLs and SWD</p>	<p>September-June</p>	<p>Special Education Teachers, Bilingual/ESL Teachers, Bilingual Coordinator, IEP Coordinator, A.P., and Principal</p>
<p>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 (2nd Grade), Using Math at the Supermarket (1st grade), and Using NYC as Your 2nd grade Classroom (4th Grade).</p>	<p>Families</p>	<p>October-June</p>	<p>All Teachers, Coaches, A.P., and Principal</p>
<p>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</p>	<p>All Staff</p>	<p>Year round</p>	<p>All Staff</p>

meetings, grade-level meetings, grade-leader meetings, and staff meetings.

Part 4 – Budget and Resource Alignment

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

Support from the staff at the Borough Field Support Center, Instructional Coach, IEP Coordinator, and Bilingual Coordinator. Schedule Adjustments: weekly grade-level meetings, bi-weekly Department Meetings & Vertical Team Meetings.

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

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

Part 5 – Progress Monitoring

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

Using Renaissance, our school-wide, 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 2016, 26% of our 3rd, 4th, and 5th 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 3rd, 4th, and 5th 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Strengths :

According to our Citywide Survey results as well as documentation from our Quality Review last year (and Peer Review the year before 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 school year, 98% of parents and 100% of teachers will indicate that they feel “satisfied” with the school culture, as indicated on the 2015-2016 Annual School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
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 Training Dates: December, February, and March	Schools 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 – Budget and Resource Alignment

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

Tracking System for PBIS

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

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

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 grade level goals. Each teacher and paraprofessional will have an individual goal for himself/herself in addition to a shared grade specific goal. All goals will be SMART. Having pedagogues lead professional development for each other will continue to build on the trust that we have already established in our school community.

Part 2 – Annual Goal

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

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly planning meetings with all teachers and paraprofessionals across grade level teams and vertically across the school. Weekly, hour long PD time.</p> <p>NTC mentor part time is dedicated to the professional development of teachers who are in their first through third years.</p>	<p>All pedagogues</p>	<p>September through June</p>	<p>All pedagogues AP Principal</p>
<p>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.</p> <p>The bilingual teachers do the same with our Bilingual Coordinator.</p> <p>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.</p>	<p>All pedagogues</p>	<p>September thorough June</p>	<p>All pedagogues AP Principal</p>
<p>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.</p>	<p>All pedagogues</p>	<p>September thorough June</p>	<p>All pedagogues AP Principal</p>
<p>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.</p>	<p>All pedagogues</p>	<p>September thorough June</p>	<p>All pedagogues AP Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • School will work closely with other schools, and to help support efforts and professional development initiatives. • Instructional Coach, Special Education Coordinator, Bilingual Coordinator, and administration to provide professional development aligned to the CCLS • Teacher per session for curriculum mapping and differentiated professional development. • Title I Social Worker to provide support services to at-risk learner 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, 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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Strengths: As stated in our Quality Review:

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

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

Priority Needs: We have several 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

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

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Entire School Community</p>	<p>August 2015-June 2016</p>	<p>Grade Leaders and administration</p>
<p>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.</p>	<p>Department Leaders and all teachers and administration</p>	<p>August 2015-June 2016</p>	<p>All staff</p>
<p>Working with our Parent Coordinator, teachers will create a plan to communicate with parents about best practices.</p>	<p>Entire School Community</p>	<p>August 2015-June 2016</p>	<p>All staff</p>
<p>PS 536 will continue to build trust through our collaborative practices and our open communication within staff and with families.</p>	<p>Entire School Community</p>	<p>August 2015-June 2016</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

By February 2016, 25% of teachers will have lead at least one leadership activity/role.

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

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

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

Part 1 – Needs Assessment

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

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 (2nd Grade), Using Math at the Supermarket (1st Grade), and Using NYC as Your 2nd grade Classroom (4th Grade).
- ♣ Expanding our Parent Association
- ♣ Connecting our Parent Association with the other Parent Associations in our building
- ♣ Holding weekly ESL classes for parents (since last year, over 35 parents have completed a 6 week English course taught by A.P. and a classroom teacher)
- ♣ Having weekly meetings with specific parents and teachers and administration

Needs:

- ♣ A formalized system of progress monitoring to ensure that parents are kept up-to-date on their child’s progress towards academic goals
- Bring Literature to Life at Home (2nd Grade), Using Math at the Supermarket (1st grade), and Using NYC as Your 2nd Classroom (4th Grade).
- • Expanding our Parent Association
- • Connecting our Parent Association with the other Parent Associations in our building
- • Holding weekly ESL classes for parents (since last year, over 35 parents have completed a 6 week English course taught by A.P. and a classroom teacher)

- • Having weekly meetings with specific parents and teachers and administration

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

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

By June of 2016, at least 90% of all families will participate in at least one family/school event, as measured by attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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 nd Grade), Using Math at the Supermarket (1 st grade), and Using NYC as Your 2 nd Classroom (4 th Grade).</p>	<p>All families</p>	<p>October-June</p>	<p>All Teachers</p>
<p>Growing Parent ESL Class to include a broader range of parents</p>	<p>All ELL Parents</p>	<p>November-May</p>	<p>Principal, AP, Parent Coordinator, Bilingual Coordinator, Teachers</p>
<p>Formalizing a system for notifying parents about student progress using Renaissance and other student performance data.</p>	<p>All Families</p>	<p>November-May</p>	<p>All Staff</p>
<p>Training parents to become more proactive volunteers in the school community; field-trip chaperone training, learning leaders training, etc.</p>	<p>All Families</p>	<p>September-May</p>	<p>All Staff</p>

Part 4 – Budget and Resource Alignment

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

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

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

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

Part 5 – Progress Monitoring

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

By February 2016, at least 60% of parents/families will have attended at least one family engagement event.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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.)
<p>English Language Arts (ELA)</p>	<ul style="list-style-type: none"> - Fountas & Pinnell Assessment - Renaissance Star Reading Assessment - Periodic Benchmark Assessments - Curriculum based Writing Assessments 	<p>- <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.</p> <p>- <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. –</p> <p><u>Imagine Learning</u> : an interactive computer based program used to support the literacy development of targeted ELL students, through differentiated literacy instruction.</p>	<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</p> <ul style="list-style-type: none"> - conducted 4x's a week, 20-30 minutes per day - conducted daily for 30-45 minutes per day - conducted daily for 30-45 minutes per day <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</p>	<p>Provided during the school day.</p> <p>Provided during Saturday Academy.</p>

		<p>- <u>Fountas & Pinnell Leveled Literacy Intervention</u>: a supplementary intervention program designed to help at-risk instructors provide small group instruction to the lowest achieving students.</p> <p>- <u>WADE – Wilson Assessment for Decoding and Encoding</u></p> <p>- <u>Wilson Reading System</u>: a supplementary research based multi-sensory program designed for students who struggle with decoding and encoding.</p> <p>- <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.</p>		
Mathematics	<p>- GO Math Unit Assessments</p> <p>- Renaissance Star Math Assessment</p> <p>- GO Math Unit Assessments</p>	<p><u>Measuring Up to the NY Common Core-Math</u>: a supplementary instruction and practice program that addresses the CCLS with an emphasis on</p>	<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</p>	<p>Provided during the school day</p>

	<p>- Renaissance Star Math Assessment</p> <p>-Periodic Benchmark Assessments</p>	<p>analyzing, interpreting and evaluating information.</p> <p>Touch Math: a supplementary research based CCSL multi-sensory program designed for students who struggle with acquiring basic math skills</p> <p>Ready: an instruction and practice program that addresses the CCLS that builds conceptual mathematical understanding and procedural fluency with on-going co-operative dialogue that focuses on DOK questioning.</p> <p>Big Brainz: a computer based math program designed to develop fluency of basic mathematical skills through engaging math games.</p> <p>Ready: an instruction and practice program that addresses the CCLS that builds conceptual mathematical understanding and procedural fluency with on-going co-operative dialogue that focuses on DOK questioning.</p>	<p>- conducted daily for 30-45 minutes per day</p> <p>- one-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</p> <p>- conducted for 30 minutes per day for 4-5 months</p> <p>- one-to-one and small group instruction: the teacher provides targeted reading and writing instruction to individual students based on their specific needs</p>	
Science	-- Fountas & Pinnell Assessment	Science & Social Studies is integrated into the ELA curriculum.	- <u>one-to-one and small group instruction</u> : the teacher provides	Provided during the school day

	<ul style="list-style-type: none"> - Renaissance Star Reading Assessment - Measuring Up Unit Assessments and Pre/Post Assessments 	<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>	targeted reading and writing instruction to individual students based on their specific needs	
Social Studies	<ul style="list-style-type: none"> - Fountas & Pinnell Assessment - Renaissance Star Reading Assessment - Measuring Up Unit Assessments and Pre/Post Assessments 	<p>Science & 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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Behavior observations - Teacher anecdotal records - Attendance reports - Behavior observations 	At-risk services provided by counselor, psychologist and social worker through the following: peer-mediation, talk/play therapy, music	-Individual or small group therapy sessions	Provided during the school day

		<p>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.</p> <p>CIS also helps children who struggle with homelessness, bullying, violence, disruption in class, mental trauma and truancy.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>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.</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>PD Plan for the Year</p> <p>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.</p> <p>Monthly Topics Include:</p> <ul style="list-style-type: none"> ♣ 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	327,673.00	X	After-School & Saturday programs, rigorous curriculum, PD, technology for students.
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	11,200.00	X	Support for ELLs to meet our “rigorous instruction” goals by creating a Saturday Academy for ELL students.
Title III, Immigrant	Federal	0	X	Support for ELLs to meet our “rigorous instruction” goals by creating a Saturday Academy for ELL students.
Tax Levy (FSF)	Local	2,598,295.00	X	After-School & Saturday programs, rigorous curriculum, PD, technology for students.

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 be 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.

<u>Time</u>	<u>Schedule</u>
<u>8:00am – 9:00am</u>	<u>Professional Development for Staff Members</u>
<u>9:00am-10:00am</u>	<u>Imagine Learning</u>
<u>10:00am-10:45am</u>	<u>Math - iReady</u>
<u>10:45am – 11:00am</u>	<u>Snack Time</u>
<u>11:00am-11:55am</u>	<u>ELA - iReady</u>
<u>11:55am-12:00pm</u>	<u>Dismissal</u>

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

Part C: Professional Development

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 SIOP 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, 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 536
School Name P.S. 536		

B. Language Allocation Policy Team Composition

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

Principal Sasha Medina	Assistant Principal Jesse Yarbrough
Coach L. Isidore	Coach type here
ENL (English as a New Language)/Bilingual Teacher Arelis Zapata	School Counselor
Teacher/Subject Area Keshma Benjamin, Math	Parent Melanie Colon
Teacher/Subject Area Y. McCawley, ESL	Parent Coordinator Ms. Dawson
Related-Service Provider Cynthia Moy	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Rafaela Espinal Pacheco	Other (Name and Title) E. Gonzalez, ESL/SE

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	447	Total number of ELLs	119	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	23									0
DL	0									0
ENL	70			11						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	16		23											0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	10	28	19	7	14								0
Chinese														0
Russian														0
Bengali		1	1		1	2								0
Urdu														0
Arabic	2	3	2	2	4	4								0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	1	2	0	0	1								0
Emerging (Low Intermediate)	2	0	7	2	2	1								0
Transitioning (High Intermediate)	1	1	6	1	3	4								0
Expanding (Advanced)	0	7	12	10	3	5								0
Commanding (Proficient)	6	1	4	8	0	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	7	5	5	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	1	0	0	0
4	6	5	1	0	0
5	3	3	0	0	0
6					0
7					0
8					0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5	0	6	1	1	2	0	1	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: In addition to the NYSITELL (Initial ELL entitlement assessment), Spanish LAB, ELL Periodic Interim Assessment, and the NYSESLAT, students are assessed using Fountas and Pinnell in the lower grades (K-2) and Renaissance for the upper grades (3-5) to determine their instructional levels within the classroom. In the TBE classes, students are assessed using Fountas and Pinnell in Spanish. These reading assessment tools, 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's understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, and appeal for words. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: According to the data patterns across proficiency levels in the NYSESLAT 2015, ELL's are scoring higher on the listening and speaking portion of the exam. While some of our ELLs have demonstrated gains in reading and writing scores, they continue to struggle in these areas. It was also found that students entering in the NYC school system are entering the system with no prior knowledge of the English language according to the NYSITELL 2015, orally or in written form. However, the students that took the LAB Spanish demonstrated their language orally, but limited in written form.
 As a whole, 119 ELLs serviced in the 2014-2015 school year showed progress either in the listening and speaking and reading and writing portions of the NYSESLAT 2015.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: P.S. 536 use the AMAO in a variety of ways. The AMAO is presented to the staff as a whole by our testing coordinator, Ms. McCawley. It is dissected to identify the pushables as well as students who are struggling. The tool is

used to drive instruction, provide additional support, and identify struggling students. The AMAO is printed out and available in the office for further reference. For the past couple of years, AMAO 1 and 2 has been reached by our school. (2014-2015 AMAO2 20.24%).

4. For each program, answer the following:

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

Paste response to questions here: The patterns across proficiency levels in kindergarten are constant for both the TBE and ESL students. In the lower grades, students fall at the beginning levels of language proficiency. The students in kindergarten are more comfortable using their native language (Spanish), as opposed to English. Students in the first grade through fifth prefer to communicate in English. The students who took the NYS MATH in fourth grade preferred to take the exam in Spanish. Translation forms were offered to all students when available.

B and C : P.S. 536 have administered the ELL Periodic to students in the third, fourth and fifth grade. Teachers and administrators use the results of the ELA and MATH assessments 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 as 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 who is progressing and what needs to be taught or needs clearer modification.

In the TBE classes, Go Math was ordered in Spanish in which the teachers use to teach math. The TBE classes also have one period of NLA in which the Estrellita program is used. In the ESL programs, 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Paste response to question here: P.S. 536 uses data to guide instruction for ELLs within the Response to Intervention framework by providing students with targeted instruction designed to meet their learning and language needs by 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 student’s new language development is considered in instructional decisions?

Paste response to question here: 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. We also comply with PT154 regulations as per minutes for NLA.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: Does not apply to P.S. 536

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

Paste response to question here: The success of the TBE/ESL program for ELLs is based on the results of making gains (.43) within the language levels of proficiency and meeting AMAO 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 organized 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Paste response to question here: At enrollment, the Pupil Accounting Secretary (Ms. Rivera) will contact the bilingual coordinator, Ms. 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 NYSITELL and /or Spanish LAB by the bilingual coordinator.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Paste response to question here: At P.S. 536 no student is identified as a SIFE. However if one does arise the SIFE elementary questionnaire will be administered by the bilingual coordinator, Ms. McCawley. The LENS (Literacy Evaluation for Newcomers SIFE) and the students’ work and former report card will be used.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Paste response to question here: The identification process for a newly enrolled student with an IEP is performed by various personnel. The enrollment secretary immediately calls for the Bilingual Coordinator, McCawley, the Special Education Coordinator/Director, Ms. Moy, administration, personnel from the SBST, social worker, and Parent/guardian whom are all part of the Language Proficiency Team to determine eligibility of the ELL with disabilities. The LPT will determine if the student is eligible for the NYSITELL. The HLIS, prior report cards, and IEP’s will be reviewed. If the recommendation is for the child NOT to take the NYSITELL, the recommendation is sent to the principal, Ms. Medina for review. If the principal accepts the decision made by the LPT members, then the recommendation is sent to the superintendent, Ms. Pacheco for final decision. This decision will be made within 10 school days. The Language Proficiency Team NYSITELL Determination form will be used.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Paste response to question here: P.S. 536 distribute the entitlement and non-entitlement letters within the five school days after the NYSITELL is scanned and scored through backpack in the parents preferred language. A copy of the stamped letter is kept in a binder in the bilingual coordinators office.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Paste response to question here: The bilingual coordinator, Ms. McCawley informs parents that they have the right to appeal ELL status within 45 days of enrollment by oral communication during the ongoing registration period, parent orientation, one to one conference during the initial registration and the pamphlet provided by NYS Part 154 regulations (all provided in the parents preferred language).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Paste response to question here: 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 school secretary, Maribel Rivera and the bilingual coordinator, Ms. 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 (during the initial registration), 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 students' 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The bilingual coordinator, Ms. McCawley keeps an updated list making periodic adjustments to ensure that all identified ELL students have a signed Parent surveys, HLIS, Program Selection letters 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. The parent selection is entered on the ELPC and BNDC screens on ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: The bilingual coordinator, Ms. McCawley keeps an updated list making periodic adjustments to ensure that all identified ELL students have a signed Parent Survey and Program Selection Letter which are kept on file in a binder. Parents are contacted orally or in person during the arrival or dismissal period to select a program.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: Parents are sent home the placement parent notification letters by backpack. The TBE or ESL teachers ensures that the parents make sure to check the child's backpack.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: As previously mentioned, all pertinent information of an ELL (copy of the HLIS, parent selection form, entitlement and non-entitlement letters.) is maintained in a binder located in the bilingual coordinators office for review making periodic changes for updates.

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

Paste response to question here: The bilingual coordinator, who is also the schools testing coordinator, Ms. McCawley prints out all eligibility reports for the NYSITELL and NYSESLAT using reports from ATS computer system (RLER, ELPC, RADP - admits) the first day of each week. Also, for the NYSITELL, 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, scans and 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 coordinator creates a schedule for each of the modalities (Speaking, Listening, Reading and Writing) and 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: P.S. 536 ensures that the continued entitlement and transitional notification letters are distributed by backpack. A copy of the stamped dated letter is kept in the binder located in the bilingual coordinators office.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: P.S. 536 offers a TBE program in kindergarten, and second grade. All other students are placed in the Free Standing ESL program in grades K – 5th. This year, the majority of the incoming Spanish speaking kindergarten students were placed in the TBE program. Roughly 5 parents of incoming new students chose the ESL program as opposed to bilingual or dual language, which we do not offer. Program model at P.S. 536x is aligned with parental request. The trend is ESL and opposed to the other two programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Paste response to questions here: The stand alone ELL programs in place at P.S. 536x is composed of two TBE Spanish classes in grades K and 2 and ENL integrated Free Standing push-in/pull-out in grades K-5th. All classes/groups are heterogeneously grouped across the grades. Students in a special education setting are serviced through the intergrated Free Standing ENL program. The TBE and Free Standing push-in/pull-out ENL programs maintaind consistency in content area learning with a focus on literacy and langauge development. The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students at the Entering/Emerging level of language proficiency receive the mandated 360 minutes per week and Transitioning/Emerging students receive 180 minutes and Commanding receive 90 minutes of ESL instruction as per the mandate. Students in the TBE program also receive one period per day of Native Language Arts, and two contents in NLA as per Commissioner’s Regulations CR Part 154 mandates.
 - b. TBE program. *If applicable.*
Paste response to questions here: The ELL programs in place at P.S. 536x is composed of two TBE Spanish classes in grades K and 2 and ENL intergrated Free Standing push-in/pull-out in grades K-5th. All classes/groups are heterogeneously grouped across the grades. Students in a special education setting are serviced through the Free Standing ENL program. The TBE and intergrated Free Standing push-in/pull-out ENL programs maintaind consistency in content area learning with a focus on literacy and langauge development. The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students at the Entering/Emerging level of language proficiency receive the mandated 360 minutes per week and Transitioning/Emerging students receive 180 minutes and Commanding receive 90 minutes of ESL instruction. Students in the TBE program also receive one period per day of Native Language Arts, and two contents in NLA as per Commissioner’s Regulations CR Part 154 mandates.
 - c. DL program. *If applicable.*
Paste response to questions here: Does not apply to P.S. 536.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In our self-contained TBE and ENL model, all students at the Entering and Emerging levels of language proficiency, receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students in the Transistioning and Expanding levels receive one unit (180 minutes) and five periods of ELA instruction per week, and Commanding students receive 90 minutes, as per CR Part 154 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 ENL according to their proficiency levels and one period per day of NLA instruction in Spanish and two content areas in Spanish.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here: Content areas are delivered in Spanish and English within each TBE classroom. Enrichment teachers use ESL methodologies throughout the day in their classrooms. Teachers are also trained in SIOP, which is used when planning lessons for both the TBE and ENL programs. The programs at P.S. 536x increases the students’ English and native language in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ENL / TBE teacher employ in their classrooms are SIOP, Language Experience Approach, CALLA, Scaffold, Modeling – by giving Step by Step instructions, Picture books, Dictionaries, Peer Tutoring/Buddy, Cooperative Learning and Instruction techniques along with Higher Order Thinking Skills (H.O.T.S.) which are incorporated across the content areas in both language 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. Fountas and Pinnell is use both in English and Spanish for assessments. Our focus is to meet our AMAO 1 and 2, as in prior years. As mentioned before, the TBE program delivers content based instruction in Spanish (Math, Science and Social Studies), each week. In the ENL program, content area instruction is delivered in English providing support using dictionaries, technology, glossaries and translation when needed.

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

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

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

Paste response to question here: 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 NYSITELL, Spanish LAB, Fountas and Pinnell (English and Spanish), 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 each of the following ELL subgroups?

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

Paste response to questions here: The TBE / ENL programs focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as newcomers, LTE, and former ELLs are offered placement in programs such as the ELL Saturday school program, AIS, and any test prep programs available. Students identified with special needs are offered the same programs with additional services as identified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction. P.S. 536x currently has 2 teacher interns from BPS (Bilingual Pupil Services from Lehman College/City College), which assist in facilitating small group instruction within 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. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here: For those students re-identified as an ELL or non-ELL and the 45 day appeal of the students' enrollment, our school ensures the academic progress has not been affected by establishing protocols with qualified staff (bilingual coordinator, special ed coordinator, administrators, SBST members, social worker) for an re-identification process within 10 days of receipt by written notice of the parent.

A student going through the re-identification process upon written notice by the student, parent/guardian, or teacher will be completed within 10 school days. P.S. 536 will review documents, students work in English, NYSITELL, and consult with the parent/guardian. The staff (LPT members) will also consult with the Committee fo Special Education. The principal, Ms. Medina will determine the change of the ELL status and a letter will be sent home. Upon the receipt of the signed notification, the relevant documents are then sent to the superintendent, ms. Pacheco for review and final decision. All documents will be kept in the students cumulative folder. Between the 6 and 12 month period of the final decision, the principal wil ones again review the re-indentification decision to ensure that the student's academic progress has not been affected. the principlal may provide additional support, if needed, as per CR Part 154 2.3.

Chart 1: 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?

Paste response to question here: 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, Imagine Learning, 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.

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

Paste response to question here: 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 ENL services. We bridge classes to meet the need of SWD (K/1, 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, ENL, 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 ENL minutes of instruction, as per CR-Part 154.

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

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

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

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



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

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

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

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

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

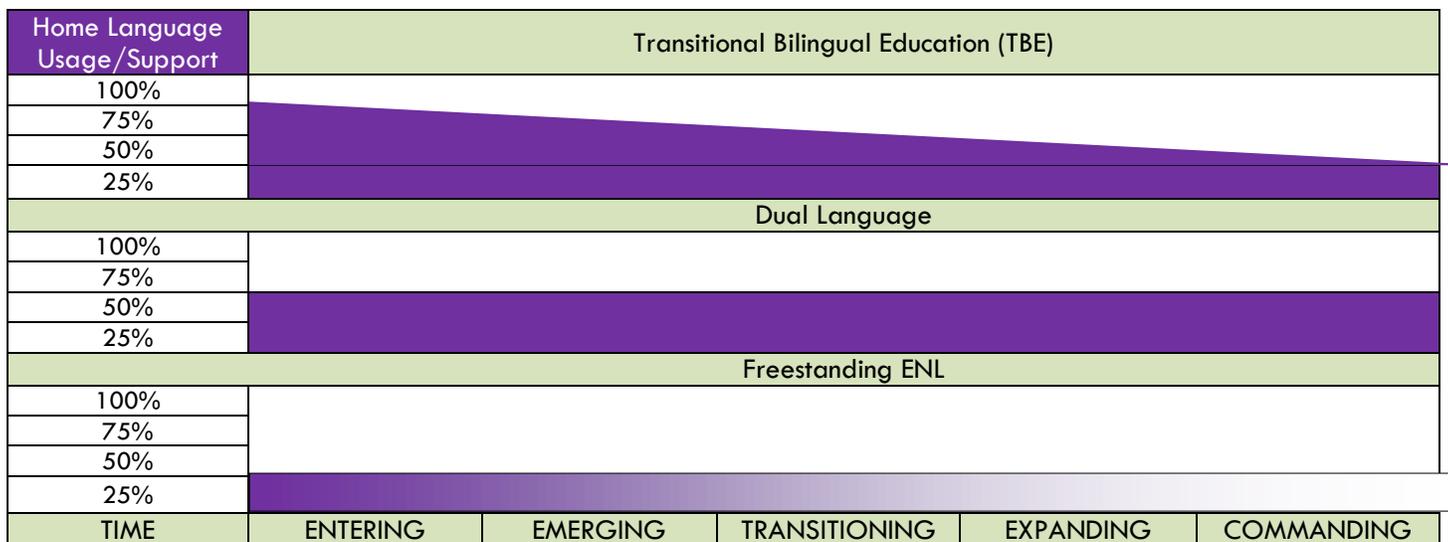


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: The following intervention programs for ELA, Math, Social Studies, Science and NLA are offered to ELL students at P.S. 536x: Afternoon program , ELL Saturday Academy(ELA, NLA, Math, SS, Science) ,Saturday Test Prep(ELA/Math), and Boys and Girls Clubs. All students in grades K-5 also participate in clubs and PBIS assembly each Friday afternoon. ELLs identified as "at risk" at P.S. 536x also receive intervention on individual and /or small group instruction in order to meet their needs in the Special Education Support Service (SETTS)or Academic Intervention Services. This support service is delivered by a certified special education teacher to provide compensatory skills development and remediation activities to the identified ELLs in the general ed or bilingual program. This teacher also addresses the areas of deficit that have been identified by the students IEPor relevant data to strengthen his/her academic disability. P.S. 536 will also offer an additional after school program for "newcomers" who are at the Entering level of language proficiency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Paste response to question here: As mentioned before, the ELLs have made linguistic progress from Kindergarten through 5th grade. Out of the 119 students who took the NYSESLAT during the 2014-2015 school year 53 students stayed at the same proficiency level, 15 students reached the proficiency level (tested out), and 51 students moved up a proficiency level(from B to EM or EM to EX). In accordance to this data, our current program, who has certified teachers teaching the students, is showing progress in meeting the needs of our ENL population. All TBE and ESL teachers are in an TESOL program fo r certification and instruct and are aware of students who are identified as ELLs.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: For the upcoming school year, P.S. 536x plans to incorporate more technological tools including a movable computer lab cart and the use of SMARTboards in all classrooms. Interactive programs, such as Safari Montage, Brainfuse, SMARTboard Exchange, Imagine Learning, and Brain Pop will be used throughout the school building (K-5) for the students identified as ELLs in the TBE and ENL programs. We will also be using the REACH program which is aligned to the Common Core for ESL instruction and ESTRELLITA for Native Language Arts instruction for Kindergarten in the TBE program.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: Due to the increasing ELL population at P.S. 536x, we foresee NO programs or services being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Paste response to question here: At P.S. 536x, ELLs are afforded equal access to ALL school programs, curricular and extra-curricular activities. Students identified as English Language Learners participate in programs offered to students at their grade level, including after-school programs, special assemblies, trips and any other activity offered. These programs are offered to ALL students (SWD, ELLs, Monolingual - K-5). 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Paste response to question here: 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 ENL/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. We also provide Imagine Learning and REACH to ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Paste response to question here: Students' Home Language support is delivered in the self-contained TBE and ENL programs with the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher. TBE program is currently using Estrellita which is a comprehensible program to suppoert Native Language instruction. Fountas and Pinell assessment is used in spanish, for those in need. We are also currently updating our Common core library in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Paste response to question here: 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 (Entering through Commanding levels). We also provide students, especially new admits, with a desktop dictionary in their native language, if available for clarification during the lessons. IPads are also availble for translation, when needed.

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

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: We have NO Dual Language program available.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: 1.&2. At P.S. 536x every effort is made by administration to send the ESL, bilingual, monolingual, special education and support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ENL /TBE instruction. The bilingual coordinator, Ms. McCawley attends several professional development sessions offered by the RBERN, 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 ENL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ENL /bilingual / monolingual / special ed classroom teachers who work with ELLs as needed during our Wednesday department meetings, curriculum planning time, Grade Level or Inquiry Team meetings. Our CPS, Mr. Wladimir Pierre is available via email, and phone to discuss any concerns the ENL/ TBE teacher may have. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Department meeting, Inquiry Team weekly meetings keep staff members abreast of ongoing changes in the Common Core Learning Standards and Language Allocation Policy document. Workshops are provided by our Principal, Assistant Principal, team leaders, Bilingual Coordinator. Some topics that will be addressed are: Common Core Learning Standards, SIOP, Overview of the ENL/ 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 Ms.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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: 1.&2. At P.S. 536x every effort is made by administration to send the ESL, bilingual, monolingual, special education and support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ENL /TBE instruction. The bilingual coordinator, Ms. McCawley attends several professional development sessions offered by the RBERN, 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 ENL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ENL /bilingual / monolingual / special ed classroom teachers who work with ELLs as needed during our Wednesday department meetings, curriculum planning time, Grade Level or Inquiry Team meetings. Our CPS, Mr. Wladimir Pierre is available via email, and phone to discuss any concerns the ENL/ TBE teacher may have. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Department meeting, Inquiry Team weekly meetings keep staff members abreast of ongoing changes in the Common Core Learning Standards and Language Allocation Policy document. Workshops are provided by our Principal, Assistant Principal, team leaders, Bilingual Coordinator. Some topics that will be addressed are: Common Core Learning Standards, SIOP, Overview of the ENL/ 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 Ms.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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: According to the New York State recommendations, our students may remain in an ENL class for two years. Once proficiency is achieved, students may remain for an additional two years as commanding students receiving 90 minutes of ENL. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed. Also, the New York State Transfer ELL Data Request Form will be used and placed in the student's cumulative folder once they are discharged to another school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Paste response to question here: P.S. 536x will continue to provide ongoing professional development for all teachers to attain the requirements as per Part 154 either in-house or off-site trainings when offered, as mandated(15% hours for all teachers and 50% for bilingual and ENL teachers). Teachers are currently 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, RBERN, 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, work closely with the bilingual coordinator to receive professional development on their roles in assisting ELL students and their parents.

C. Parental Involvement

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

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

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

Paste response to question here: Records will be kept in the binder as a sign-in sheet in the bilingual coordinators office. A log, phone calls and letters will be kept. Translation is available through our multilingual staff member, if needed (Spanish, Bengali, Arabic). Teachers keep an ongoing log to document individual meetings with parents/guardians. This additional meeting will be utilized to discuss goals, language development and assessment results.

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

Paste response to question here: P.S. 536x provides ongoing workshops during our 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. Parents are encouraged to participate 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
- * New initiatives in the ENL programs

At P.S. 536x we make every effort for parents to become involved in their child's education. This has resulted in a high percentage of parental involvement in all school events. An example of this is during our elaborate Winter Holiday and Spring Shows, directed by our music teacher, Mr. Picorelli, which parents attend to celebrate students' hard work. Our principal, 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: 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 letter allows and gives the parent a list of providers which will provide the mandated service to their child during after-school hours.

5. How do you evaluate the needs of the parents?

Paste response to question here: 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. Translation is available through our multilingual staff member, if needed (Spanish, Bengali, Arabic).

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: 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. Translators are available, if needed.

D. Additional Information

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

Paste response here: 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 2015.
 - We purchased the National Geographic REACH Common Core program for our ELLs in Kinder through 5th 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.
 - As per our Bilingual program overview last year (May 2015), we will continue to order 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-visitiation 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.
- An afterschool ENL program will be created to serve the "newcomers" who are at the entering level of language proficiency. We surpassed and met our AMOA goals for ELLs in the 2014-2015 school year.

School Name: PS 536

School DBN: 12X536

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sasha Medina	Principal		
Jesse Yarbrough	Assistant Principal		
Maribel Rivera	Parent Coordinator		
Arelis Zapata	ENL/Bilingual Teacher		
Melanie Colon	Parent		
Keshma, Benjamin, Math	Teacher/Subject Area		
Yvonne McCawley, ESL	Teacher/Subject Area		
Laurel Isidore	Coach		
	Coach		
	School Counselor		
Rafaela Espinal Pacheco	Superintendent		
Wladimir Pierre	Borough Field Support Center Staff Member		
Cynthia Moy	Other <u>Special Ed Coord.</u>		
Elizabeth Gonzalez	Other <u>ESL/SETTS</u>		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X536** School Name: **P.S. 536**
Superintendent: **Rafaela Espinal**

Before you begin, please check the following:

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

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

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

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

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

At P.S. 536, the following steps are used to assess the preferred languages of the parents for both oral and written form. During the initial registration period documents are given to the parent in their preferred language, if available. Both the Student Identification Emergency Card and the last two questions of the Home Language Survey ask the parent their preferred language before signing the form. This information is transferred onto the initial ATS during registration. Also, during the beginning of the school year the parent coordinator, Ms. Dawson sends home a survey by backpack to the parents regarding workshops being provided and also indicating the preferred language for the parent so that interpretation could be arranged. An RAPL report from ATS could also be generated indicating the parents' home language for the entire school.

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

Parents' preferred languages for P.S. 536 are: Spanish, Bengali, Arabic, Chinese, and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P.S. 536 disseminates the following translated documents to the parents during the school year: Monthly calendar, school announcements, parent teacher conference notices, after school letters, surveys, photo release forms, emergency contact cards, registration forms (HLIS), ELL compliance letters, signs and posters.

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

P.S. 536 will be having formal face-to-face meetings with parents throughout the school year such as: Parent Teacher Conference (November, February and May), Parent Orientation (Fall and Spring), Parent Involvement time as per the UFT contract on Tuesdays, Monthly visits by Attendance teacher, ELL parental contact, calls by our Guidance counselor, SBST, teachers, administrators and other school personnel, Curriculum Night (Sept),

Part C: Providing Language Assistance Services

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

At Public School 536X, Spanish is the primary language spoken by parents. Written and oral translation and interpretation are provided to parents by a bilingual pedagogue. These translation services apply both to school wide notices and to individual parents. The Parent Coordinator, Ms. Dawson or the LAC, as well as teachers 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, if needed.

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

Our school will meet translation and interpretation needs by our multilingual in-house school staff members (administrators, coordinators, teachers, paras, secretary, and school aids). When needed, translation will be offered orally or/and in written form to our Spanish, Chinese and Bengali parents. Parents who speak another language other than English, the Translation and Interpretation Unit will be contacted.

Part D: Training Staff on Policies and Procedures

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

The LAC conducts a workshop to all school staff members, including the security guards informing them of the procedures when translation or interpretation is needed. The Translation and Interpretation brochure, ID guides, Palm Card are distributed and must be made easily accessible when time arises.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

At P.S. 536 all information regarding Section VII of Chancellor Regulation A-663 are displayed by the Main entrance of our school campus as well as the main office of P.S. 536.

Part F: Monitoring and Quality Control

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

The mechanisms that our school uses to gather information from parents is from our school generated surveys.