2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	12X536
School Name	P.S. 536
Principal	Jesse Yarbrough

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
    - Qualitative and quantitative data, including pre-COVID-19 learning data
    - Potential ESSA Accountability Indicator Goal Sheet.
    - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
    - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs.*

ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - *What theories or hypotheses explain the current student and school outcomes?*
    - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	P.S. 536

District Borough 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:	718931-4275

School Contact Person:	Barbara Garcia

School Contact Person Email Address:	bgarcia12@schools.nyc.gov

Principal:	Jesse Yarbrough

United Federation of Teachers (UFT) Chapter Leader:	Mark Marino

Parents' Association President:	Sany Mota

SLT Chairperson:	Sarah Almanzar

Title I Parent Advisory Council Chairperson (PAC):	Zoraida

Student Representative(s) Middle /High School:	n/a

Student Representative(s) Middle /High School:	n/a

Community Based Organization (CBO) Representative:	n/a

School-Based Students in Temporary Housing (STH) Liaison:	Elizabeth Gonzalez

District Information

Geographic District:	12

Superintendent:	Jacqueline Rosado

Superintendent's Office Address:	1970 West Farms Road Bronx, NY 10460

Superintendent's Email Address:	Jrosado3@schools.nyc.gov

Phone Number:	718-328-2310

Fax:	718-542-7736

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team**

Resources page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Jesse Yarbrough	*Principal or Designee	
Mark Marino	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Ana Villafane	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Wanda Garcia	District Council 37 (DC 37) Representative (staff), if applicable	
Zoraida	Title I Parent Advisory Council Chairperson (or alternate)	
n/a	Student Representative (Required for high schools)	
n/a	Student Representative (Required for high schools)	
n/a	CBO Representative, if applicable	
n/a	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
n/a	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Mark Marino	SLT Chairperson	
Jennifer Marchany	Staff or Parent	
Ruth Chan	Staff or Parent	
Chloe Davis	Staff or Parent	
	Staff or Parent	
	Staff or Parent	
	Staff or Parent	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement

Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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
Yvonne McCawley	Position / UFT	
Ana Villafane	Position / Parent	
Barbara Garcia	Position / DC37	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	Our goal is to create a network of inspired and empowered thinkers who are able to communicate their ideas in various ways. With strategic instruction, caring support, and consistent guidance, children will graduate from P.S. 536 as passionate, independent students with strong academic and social emotional skills and a commitment to advocate for themselves and for their community.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	still working on this

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	HMH Into Reading / Thematic ELA Units	making more culturally relevant/connect to our students
Math	K-5	GoMath	making more culturally relevant/connect to our students
ELA, Math, S.S., Science	PreK	City-wide PreK Units (integrated)	making more culturally relevant/connect to our students
	PreK	Building Blocks	making more culturally relevant/connect to our students

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCS.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
improve core curriculum to provide students with literacy skills necessary to improve performance levels on NYS assessments	NYS Data + School assessments - 20% of students in 3-5 score level 3 or 4 on NYS ELA exam	inconsistent core curriculum and core instructional practices at the classroom level
improve data analysis and action plan using Data Wise process	Students made progress as measured by iReady assessments but did not make substantial gains	teacher teams were inconsistent with using data regularly to inform instruction

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	20	By June 2023, there will be a 10% increase from 20% to 30% of students on levels 3 and 4 as measured by the NYS ELA exam.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Measurement tool - iReady Data	Percentage of students performing on grade level	20%	22%	27%	30%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/24/2023	PD on ensuring that our instructional practices are accessible, equitable, culturally responsive. We will use the CHRSE score card to adapt our ELA curriculum to ensure that is it relatable for students.
08/21/2022	01/17/2023	Grade teams will meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs
08/21/2022	01/17/2023	Grade teams within professional learning communities will meet monthly with our literacy coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data analysis protocol.
08/22/2021	02/16/2023	Design and deliver PD in the area of shared reading to improve overall quality of daily reading instruction in every classroom across the school. - specifically how to design and deliver instruction consistently in remote instruction.
08/24/2022	01/17/2023	The instructional leadership team will meet to identify the skills that were most in need of improvement from the NYS ELA item analysis for 2020-2021. The team will also analyze data from F&P assessments & iReady assessments.
08/28/2022	01/16/2023	Purchase & training on the use of iReady online tool to help support remote independent practice work and to help progress monitor and differentiate instructional supports for students.
10/31/2021	11/20/2021	Teachers will provide parents with resources to support their children at home.
08/22/2022	01/30/2023	Teachers will have students read and annotate various passages to support with students distinguishing between specific genres. Students will use a genre specific protocol to annotate fiction and nonfiction texts for understanding. In every fiction text, students will annotate for the character, problem, solution, and lesson learned. In every nonfiction text, students annotate for the true information that relates to the main idea and the author's point of view. Students will use their annotations to develop a main idea jot. Students will set goals with the support of their teacher by highlighting strengths and areas for improvement as it relates to annotating specific genres of texts.
08/22/2022	01/23/2023	Teachers will collect assessments from their small groups to analyze the data in their professional learning communities ELA cohort meetings. The ELA cohort will identify areas of strength and areas for growth. As a team, they will action plan to implement new strategies to support with students mastering each skill identified.
08/23/2022	01/30/2023	Professional Learning Communities (grade-level) 1.Discuss issues around student learning 2.Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2023	06/28/2023	Grade teams will meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs
02/07/2023	06/15/2023	Grade teams within professional learning communities will meet monthly with our literacy coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data analysis protocol.
02/07/2023	06/21/2023	The ELA cohort will meet to identify students who are in need of more targeted intervention and support and will address their needs
02/09/2023	06/28/2023	Workshops centered around exploring our literacy curriculum with parents, providing best practices on how to support their children at home, how to prepare children to become strong readers starting in the primary grades. We understand the importance of the home school connection in maximizing student outcomes. In supporting parents, with the skills needed to develop their children's literacy skills, we are working to close the achievement gap. We will continue to use data to track student progress in correlation to parent participation.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2022	06/15/2023	Monthly SLT Meetings	SLT Members
09/01/2022	06/21/2023	Monthly parent meetings	PTA, PC

Human Resources	ULIt Coach, ELA leads on each grade team, ENL providers, SETSS/AIS providers, assistant principal, principal, equity team
Instructional Resources	ELA pacing calendars, score card to analyze current ELA units
Schedule Adjustments	Common planning time, grade team time built into Monday PD time.
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
improve core curriculum and instruction in math	NYS Math Assessment Data - TBD	not enough focus on number talks / conceptual understanding
Improve numeracy in early childhood classes	Learning walk observational data	number games / number talks not used in early childhood classes
Students not able to efficiently solve math word problems	Learning walk observational data	Focus on 3 reads used consistently across the school

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	19	By June 2023, there will be a 10% increase from 19%-29% of students performing on level 3 or 4, as measured by NYS Math Exam.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Measurement tool - iReady	Percent of students scoring on grade level	19%	22%	26%	29%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/11/2023	PD on ensuring that our instructional practices are accessible and equitable, culturally responsive and that we are using a balanced approach to math (ensuring that the high quality, balance practices that exist in ELA, exist in Math).
08/29/2022	01/18/2023	Monthly Family Workshop/Event facilitated by the Parent Coordinator and other school staff members to provide training to families around how to support their child's academic and social/emotional progress. Workshops will be offered virtually and in-person at different times of the day in order to accommodate parent schedules. Session #1: Family Orientation - How to support your child's emotional wellness/How to be ready for in-person learning(especially for students who worked remotely since March 2020)
08/24/2022	01/18/2023	The instructional leadership team will meet to identify the skills that were most in need of improvement from the NYS Math item analysis for 2020-2021.
08/31/2022	01/20/2023	Purchase & training on the use of iReady online tool to help support remote independent practice work and to help progress monitor and differentiate instructional supports for students.
09/07/2022	01/25/2023	Teachers will provide parents with resources to support their children at home.
09/13/2022	01/25/2023	Through Weekly Teacher Team Meetings, teachers, coaches and administrators will work collaboratively to analyze weekly student assessment data and revise and update pacing calendars, unit plans and lesson plans based on what the data shows.
09/13/2022	01/17/2023	ENL providers will push-in classrooms to support instruction through coaching, co-teaching and facilitating Small Group Instruction to support ELL students in their mastery of academic vocabulary and mastery of priority Math standards, including a focus on: academic discourse, accountable talk stems to support access and multiple entry points for all students.
09/07/2022	02/21/2023	Families will receive a schedule of Parent/Family Workshops and events facilitated by the Parent Coordinator and other school staff members for the 20-21 SY to help them stay updated on activities planned to help them support their child's academic progress, specifically in the areas of ELA and Math.
09/20/2022	01/18/2023	Parent Coordinator will send reminders to parents about the upcoming workshop/event via phone calls, phone blast and social media announcements on Class Dojo and Twitter and will offer student incentives for parents who register to attend ahead of time.
09/21/2022	01/24/2023	Teachers will collect assessments from their small groups to analyze the data in their professional learning communities Math cohort meetings. The Math cohort will identify areas of strength and areas for growth. As a team, they will develop an action plan to implement new strategies to support with students mastering each skill identified.
09/21/2022	01/30/2023	Professional Learning Communities (grade-level) 1.Discuss issues around student learning 2.Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions
09/21/2022	01/24/2023	Teachers and ENL providers will collaborate monthly during Teacher Team meetings to co-plan instruction for ELLs focusing on strengthening teacher practice in improving student mastery of Mathematics standards
09/21/2022	01/26/2023	Monthly Family Workshop/Event facilitated by the Parent Coordinator and other school staff members to provide training to families around how to support their child's academic and social/emotional progress and learning at home during the 20-21 SY. Workshops will be offered virtually and in-person at different times of the day in order to accommodate parent schedules. Topics include: Stress Management and Coping During COVID-19, Trauma-informed Student Support
09/21/2022	01/25/2023	Teachers will participate in a cycle of Professional Learning focused on addressing the needs of SWDs facilitated by the Student Support Services Team (SETSS Providers/IEP Coordinator, SpEd Facilitator). Sessions will provide teachers with systems and structures to promote and implement academic discourse with specific accountable talking stems to support access and multiple entry points for all students. Session #1 Desired Outcome: Increase in student performance on weekly Snapshot Assessments. Admin Team will monitor for impact through review of Class Data Trackers, classroom walkthroughs and observations.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/07/2023	06/14/2023	Grade teams will meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs
02/07/2023	06/15/2023	Grade teams within professional learning communities will meet monthly with our math coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data analysis protocol.
02/15/2023	06/14/2023	The Math cohort will meet to identify students who are in need of more targeted intervention and support and will address their needs
02/14/2023	06/21/2022	Workshops centered around exploring our new math curriculum with parents, providing best practices on how to support their children at home, how to prepare children to become strong mathematicians starting in the primary grades. We understand the importance of the home school connection in maximizing student outcomes. In supporting parents, with the skills needed to develop their children's math skills, we are working to close the achievement gap. We will continue to use data to track student progress in correlation to parent participation.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/14/2022	06/21/2023	Monthly SLT meetings	SLT Members
09/21/2022	06/21/2023	Monthly parent meetings	PTA, PC

Human Resources	Math Coach, Math Leads on each grade level, Assistant Principal and Principal, grade teams.
Instructional Resources	Math pacing calendars, instructional manuals, 5 Practices, Math Libraries.
Schedule Adjustments	Common planning time, use of grade team planning during Monday PD.
Other Resources Needed	n/a

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Restorative Approaches to Behavior - more staff trained in Restorative Practices.	Learning Walk data and NYC School Survey Responses (2021)	Teachers have a surface level understanding and require more time to immerse themselves in the practices. By attending the 5 day trainings provided by Morningside, staff will gain a deeper understanding of how to implement Restorative Practices within their classroom.
Daily SEL circles in every classroom	Learning walk data (2021	Teachers are inconsistent with this practice across the school
System to monitor behavior infractions	school did not have a system to monitor trends in behavior infractions	develop team to analyze data

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	80	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 80% to 85%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		2021 Survey Data			
School Based Surveys and School Leader Observation Tools	Percent of teachers using restorative practices, percent of students and families who feel supported	80%	82%	83%	85%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
06/07/2022	01/09/2023	assistant principal, RJAT, teacher leaders will begin to infuse CHRSE practices into upcoming ELA and Math units to ensure that they are more student centered and connected to our students real lives
06/07/2022	01/09/2023	the whole staff will reflect instructional practices and begin to create shared definitions, shared language, shared expectations of instructional practices at P.S. 536
08/29/2022	01/15/2023	improve our understanding of restorative practices by engaging our staff in PD regarding the 3 Tiers of Restorative Practices. assistant principal, RJAT will lead staff in analyzing the 3 Tiers of Restorative Practices at 536 - what systems are in place and what we need to continue to improve
09/12/2022	01/24/2023	PD for staff around restorative practices, CRE, understanding culturally responsive practices and SEL
06/28/2022	01/23/2023	improve our practices to continue to build collaborative & trusting relationships. More specifically, We will develop staff-staff relationships - ensuring that adults feel safe, supported, connected and inspired. (i.e. whole staff wellness PD, rebuilding school culture, effective communication)
09/26/2022	01/23/2023	RJAT analyze current RJ, PBIS & RTI systems and structures - develop next steps
09/26/2022	01/23/2023	analyze current, revised practices aligned with the Supportive Environment Framework
08/29/2022	01/15/2023	improve our practices to ensure equity and student voice.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/06/2023	06/05/2023	We will engage in a book club reading the 7 Habits of Highly Effective People and empower our staff and students to see themselves as leaders - to become proactive thinkers, instead of reactive thinkers.
02/13/2023	06/05/2023	We will check-in during all team meetings to ensure we always using proactive language.
02/13/2023	06/21/2023	Climate team will conduct walk throughs with a focus on evidence of supportive environments.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/28/2022	06/01/2023	Monthly SLT Meeting	SLT members
09/28/2022	06/02/2023	Monthly parent meetings	PTA, PC

Human Resources	RJAT Team members
Instructional Resources	SEL curriculum
Schedule Adjustments	time for RJAT and PBIS team to collaborate
Other Resources Needed	n/a

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce Chronic Absenteeism	2021-2022 34% of students chronically absent data from ATS	Families struggle to create systems to help balance family priorities and school.
Increase YTD	2021-2022 90.9% YTD	pandemic

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	34	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%%, from 34 to 24%, as measured by Percent of Chronically Absent Students.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		5/28/22			
ATS attendance reports	Chronic Absenteeism Rate - all students	D12 Chronic Absentee List	20%	22%	24%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
06/28/2022	09/30/2021	Identify chronic students from previous year and contact families to develop a plan to improve attendance for the upcoming year.
06/07/2022	01/20/2023	Use attendance reports from ATS to mail merge families letters to update them about attendance status
08/31/2022	01/23/2023	Conduct weekly attendance meetings focused on strategy for improving YTD and decreasing CA students
06/15/2022	01/23/2023	Identify Attendance/Success mentors for students who are chronically late or absent. These mentors are assigned to students based on their personal connections with each student or family. Attendance mentors - daily phone calls to students who are absent from school or who have not yet interacted online that day to increase daily attendance and surface tech or other access issues.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/17/2023	RTI/Attendance team members identify students who require Tier2 and Tier 3 supports (i.e. counseling, AIS, outside resources).
02/02/2023	06/17/2022	Class Attendance incentives - 100% Attendance for the week announcements during Monday morning assembly.
11/16/2021	06/17/2022	small group gym sessions for classes with 100% attendance for the week and for any targeted students who show improvement in attendance

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/28/2022	06/22/2023	Monthly SLT Meetings	SLT members
08/28/2022	06/22/2023	Monthly Parent meetings regarding Attendance	
07/27/2022	06/23/2023	Monthly Attendance reports for parents and weekly calls for support	

Human Resources	Attendance team members, attendance teacher, social worker, guidance counselor
Instructional Resources	small groups
Schedule Adjustments	time for attendance team meetings, attendance updates during grade team meeting, success mentor meetings
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Including SDI supports throughout the IEP	IEP Reviews	Teachers struggle to name the specific SDI supports they use and align them on the IEP.
Including student voice throughout the PLOP	IEP Reviews	Most of our teachers know their students well, however it is not reflected on the IEP. It appears that teachers rush to complete IEPs and do not remember to take the time to include student voice.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	38%	By May, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve special education teachers will include the Specially Designed Instruction throughout the IEP (PLOP, management needs, etc.)and is aligned to student needs by Increase 10%, from 38%% to 50%, as measured by IEP Review.
All Students with Disabilities (SWD)	37%	By May, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve special education teachers and general education teachers will include more student voice throughout the PLOP by Increase 13%, from 37%% to 50%, as measured by IEP Review.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Quality IEP Reviews	Percent of IEPs with SDI throughout the IEP via the IEP Review Questionnaire	38%	42%	44%	50%
Quality IEP Reviews	Percent of IEPs with student voice throughout the IEP via the IEP Review Questionnaire	37%	42%	44%	50%

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/29/2022	06/19/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	All teachers will know every student well - we will provide a shared and inclusive curriculum with differentiated supports for all learners
09/12/2022	06/19/2023	Develop appropriately rigorous standards-aligned annual goals	All teachers will unpack the standards - professional development and instructional coaching.
09/12/2022	06/19/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	PD around developing the PLOP
09/12/2022	06/19/2023	Ensure that programs and services mandated on each student's IEP are delivered	student programming and scheduling - IEP coordinator, STARS programmer and administration will ensure proper programming and delivery of services
09/12/2022	06/19/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Level 1 VOC will be conducted for all students with IEPs in 4th ang 5th grade
09/12/2022	06/19/2023	Conduct IEP meetings within specified compliance dates	Develop shared calendar for all IEP meetings - PD around shared school-wide calendar for all IEP meetings held (initials, annuals, 3 yr mandated)
09/12/2022	06/12/2023	Monitor referrals to Special Education to ensure appropriate referrals only	RTI and SIT team will meet monthly to review and monitor Tier 2 and Tier 3 students.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/28/2022	06/07/2023	Monthly SLT Meetings, parent workshops regarding IEPs	SLT
09/28/2022	06/07/2023	Monthly parent meetings	PTA, PC

Human Resources	IEP review team
Instructional Resources	SDI checklist
Schedule Adjustments	time for IEP Review meetings
Other Resources Needed	n/a

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse

students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2					
Push in / Pull our AIS					
Heggerty / GR and SGI					

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	

Describe the services you are planning to provide to the STH population.	

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

P.S. 536 will support parents and family members 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 learning 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;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills; • maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; • conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; • provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; • translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement
The school will further encourage school-level parent and family engagement by: • 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 Advisory Council; • 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)

School-Parent Compact (SPC)
P.S. 536, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum
Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships
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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

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

I. School Responsibilities: Providing General Support to Parents
Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities
• monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • set limits to the amount of time my child watches television or plays video games; • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement 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 Advisory Council, 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.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

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

B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Jesse Yarbrough
Assistant Principal	Cynthia Moy
Coach	Kathy Schneider
Coach	Laura Smaldone
English as a New Language (ENL)/Bilingual Teacher	Laura Rivera
School Counselor	Elizabeth Gonzalez
Teacher/Subject Area	Keshma Benjamin / Art
Teacher/Subject Area	Kathy Gutierrez / Science
Parent	Ivy Mendez
Parent Coordinator	Barbara Garcia
Related-Service Provider	Melissa Toribio / Speech
ENL Coordinator	Yvonne McCawley

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	00

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	0

D. Student Demographics

Total number of students at your school (excluding pre-K):	285
Total number of current ELLs at your school:	66
Total percentage (%) of current ELLs at your school:	23.16%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.35%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school _for the 2022-23 school year_. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

- **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	PS 536 has no TBE program	0	0	0	0	0	0	0	0								0
TBE	0	0	0	0	0	0	0	0									0
TBE	0	0	0	0													0
DL	PS 536 has no DL program	0	0	0	0	0	0	0									0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	No

PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner's Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	P.S. 536 has a Stand-alone program servicing students from K-5 grade. All classes are heterogeneously grouped across the grades. Students in a special education setting are also serviced. Students at the Entering/Emerging level of language proficiency receive the mandated 360 minutes, Transitioning / Expanding students receive 180 minutes per week, as per the mandate, as per Commissioner's Regulations CR Part 154 . The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students are programed in STARS accordingly. During Remote Learning, the ENL teacher will schedule the groups using Google Classroom, Google Meets as a technology platform to meet the students needs.
Integrated English as New Language (ENL)	At P.S. 536, the Integrated English as a New Language is service students from K-5 grade. Students receive core content areas (ELA, SS, Science, and Math) and English language development instruction, including home language supports and ELL scaffolds. Ell and content area teachers co-plan lessons to ensure that linguistic needs are met. All classes are heterogeneously grouped across the grades. Students in a special education setting are also serviced. Students at the Entering/Emerging level of language proficiency receive the mandated 360 minutes, Transitioning / Expanding students receive 180 minutes per week, as per the mandate, as per Commissioner's Regulations CR Part 154 . The ENL teacher pushes in during the ELA and /or Math periods. Students are pulled out to reinforce the lesson in small group and scaffold instruction. Additionally, the EN and EM students receive additional support through the pull out model. The teachers are either certified as a bilingual teacher or currently enrolled in a TESOL program for appropriate certification. Students are programed in STARS accordingly. During Remote Learning, the ENL teacher will schedule the groups using Google Classroom, Google Meets as a technology platform to meet the students needs.
Bilingual Education (If applicable) ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program	n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	To ensure the mandated number of instructional minutes is delivered in the ENL program mode. , we provide integrated and stand-alone ENL instruction. Students at the Entering and Emerging level are grouped to receive stand alone service. Students at the Transitioning and Expanding levels receive instructional minutes through the integrated model. Students at the Entering and Emerging levels of language proficiency receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students at the Transitioning and Expanding levels receive one unit (180 minutes) and five periods of ELA instruction per week, and Commanding students receive 90 minutes, as per regulation CR Part 154 and NYSEDs required Units of Instruction. Students are entered using the STARS program, monitoring their required mandates of minutes and EDUR is used to make periodic updates on any incoming student. During Remote learning the ENL Coordinator and STARS programmer will use the EDUR, making periodic updates on students.

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	n/a
In which language(s) is each core content area taught?	n/a
How is instruction designed to include both languages?	n/a
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	n/a

4. For schools with Transitional Bilingual Education programs:		n/a
Which core content areas are taught bilingually?		
How is the students' home language integrated into instruction?		n/a

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	According to the May 2022 EDUR report, P.S. 536 had 75.4% of ELLs identified as Newcomers and 0% as SIFE. Our Newcomer students are provided with small group and push-in/pull-out instruction (360 minutes) providing them with linguistic and academic support.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	According to the May 2022 EDUR report, P.S. 536 has 0% Long Term ELLs
What percentage of students are former ELLs? How is your school providing services to former ELLs?	According to the May 2022 EDUR report, P.S. 536 has 0.3% of former ELLs. These students receive the mandated 90 minutes instruction, as per Part 154 and are invited to any before/after school support programs funded by Title III by a certified ENL teacher. Teachers plan project-based learning opportunities for former ELLs.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	Due to COVID-19, P.S. 536 uses the 2019 NYSESLAT scores. According to the data patterns across proficiency levels in the NYSESLAT 2019, ELL's are scoring higher on the listening and speaking portion of the exam, as last year. We had 3 students from grades 2-5 reaching the Commanding level of language proficiency in the 2019 NYSESLAT. ELLs continue to have demonstrated minimal gains in reading and writing scores, as they continue to struggle in these areas. Our ENL teacher started the WiTsi program within all grade to address this issue. Also, newly enrolled students entering in the NYC school system are entering the system with prior knowledge of the English language according to the NYSITELL 2019, orally or in written form, making them not eligible for a TBE program. Students with at risk factors are identified in the EDAT tool and RFSF reports. This data is used to help the school modify instruction and interventions that address issues interfering with academic success. During Remote Learning, the EDAT and RFSF will continued to be used to address the needs of students.
3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?	NYSESLAT, ELA and MATH scores are shared amongst our teachers to plan and group students. PS 536 also uses the data from EDAT to program their students according to their proficiency levels and academic needs in the four modalities. We make reference to the suggestions this program offers. Students are programmed in STARS , making periodic updates referred by the EDUR (monthly ELL Data Update Report) to ensure that all ELLs are programmed and tested accordingly. During Remote Learning, EDAT will continued to be used for scheduling and addressing the needs of our students.

4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The trends that are noticed about the at-risk students at PS 536 is that attendance, parental involvement and behavior are factors. Absenteeism represents students who were absent more than 20 days which directly impacts academic achievement.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	Spanish is the dominant language for ELLs at 50 students, Bengali at 7students, Arabic at 6 students, Fulani at 1 and French at 1 student, according to the May 2022 EDUR report. Our multilingual staff supports ELLs when needed (Spanish, Bengali, French). Students' Home Language support is delivered in the ENL program with the use of dictionaries in the native language, glossaries, library containing different genre and cultural experiences, novels and when possible, oral translation by either a "buddy" student or the teacher. This allows the ELL student to feel more comfortable, and thrive in a non-threatening learning environment enabling oral communication to flourish. Fountas and Pinell assessment in Spanish is also used for those in need of this assessment. We are also currently updating our Common Core library in Spanish. During Remote learning students will be able to use Google or Microsoft translate as a platform for language support
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education (CR-SE)?**	According to the May 2022 EDUR report, P.S. 536 has 29.2% students identified as American Indian or Alaskan native, 16.9% Asian, 23.1% Black, 1.5% Multiracial, 6.2% Native Hawaiian or Pacific Islander, and 23.1% White. As a learning community, we value our students diverse backgrounds and culture. Teachers create a welcoming environment making sure students are able to make authentic connections to their culture and the culture of their peers through the use of responsive instructional strategies.
7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?	In reviewing the NYSESLAT results, students with an IEP are scoring low in reading and writing with minimal gain on language proficiency levels. Currently there are no SIFE at the school.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The ILT at PS 536 considers all MLs / ELLs in all instructional design. We first look at the language proficiency of the students and place them accordingly. All our MLs/ ELLs are included is all extra curricula activities within the school.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	Core Content areas are delivered in English in our free standing ENL program. Enrichment teachers use ESL methodologies throughout the day in their classrooms. Teachers are also trained in SIOP, which is used when planning lessons for content and ENL. 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 / content area / Bilingual teacher employ in their classrooms are SIOP, Language Experience Approach, CALLA, Scaffold, Modeling – by giving Step by Step instructions, Picture books, Dictionaries, Peer Tutoring/Buddy, Cooperative Learning and Instruction techniques along with Higher Order Thinking Skills (H.O.T.S.) which are incorporated across the content areas in both language (English and Spanish) models to make it accessible and comprehensible for all students, and applying Rigor for the ELLs. The writer's workshop is implemented in the classroom and a Literacy Block of time is used to deliver instruction via the Readers and Writers Workshop model. P.S. 536x is using Lucy Caukins Units of Study to foster language development and Engage Math which are aligned to the Common Core Learning Standards. Each classroom has materials in their classroom such as: libraries in Spanish and English , diverse centers, bilingual dictionaries, bilingual glossaries downloaded from the DOE website for Math and Science. As for test prep materials, P.S. 536x uses NYSESLAT test prep,material, and Fountas and Pinnell in both English and Spanish is used for assessments. In the ENL program, content area instruction is delivered in English providing support using dictionaries, technology, glossaries and translation when needed.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	Teachers of ELL-SWDs use many different strategies and techniques to ensure that the students have access to academic content to acquire academic and linguistic development. Core Content areas are delivered in English in our free standing ENL program. Enrichment teachers use ESL methodologies throughout the day in their classrooms. Teachers are also trained in SIOP, which is used when planning lessons for content and ENL. 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 / content area / Bilingual teacher employ in their classrooms are SIOP, Language Experience Approach, CALLA, Scaffold, Modeling – by giving Step by Step instructions, Picture books, Dictionaries, Peer Tutoring/Buddy, Cooperative Learning and Instruction techniques along with Higher Order Thinking Skills (H.O.T.S.) which are incorporated across the content areas in both language (English and Spanish) models to make it accessible and comprehensible for all students, and 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. Each classroom has materials in their classroom such as: libraries in Spanish and English , diverse centers, bilingual dictionaries, bilingual glossaries downloaded from the DOE website for Math and Science. As for test prep materials, P.S. 536x uses NYSESLAT test prep, material, and Fountas and Pinnell in both English and Spanish is used for assessments. In the ENL program, content area instruction is delivered in English providing support using dictionaries, technology, glossaries and translation when needed.
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	P.S. 536x uses curricular, instructional and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiating and using ESL strategies to enhance students' learning. We use the push-in/pull-out model to service the ELLs during SETSS and ENL services. We bridge classes to meet the need of SWD (K/1, 2/4, 4/5), 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 ELL-SWDs 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.

Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	As a screening guide for instructional planning for ELLs, PS. 536 uses Acadience (K-2), I-ready, F & P and Orton Gillham Phonics screener. by using these assessments we are able to plan instruction and differentiate lessons for our students.
2. For all grades, 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.	The following intervention programs in ELA, Math, Social Studies, Science and NLA are offered to ELL students at P.S. 536x: Morning school program and Newcomer Academy is also offered to all students, including ELL-SWD. All students in grades K-5 also participate in clubs and PBIS assembly each Friday afternoon. ELLs identified as "at risk" at P.S. 536x also receive intervention on individual and /or small group instruction in order to meet their needs in the Special Education Support Service (SETTS)or Academic Intervention Services. This support service is delivered by a certified special education teacher to provide compensatory skills development and remediation activities to the identified ELLs in the general ed or bilingual program. This teacher also addresses the areas of deficit that have been identified by the students IEP or relevant data to strengthen his/her academic disability.
a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	P.S. 536 uses data to guide instruction for ELLs within the Response to Intervention framework by providing students with targeted instruction designed to meet their learning and language needs by using scores of the performance on the Periodic and Benchmark assessments. Within our school, educators come together to create high-quality instructional environments for the linguistically diverse populations, most specifically for those student who are flagged as "at risk" or "below the benchmark". On any particular skill or competency, the student receives development in this area. Administrators communicate the data and provide educators with the tools they need to collaborate. They provide built-in time for teachers to analyze data, problem solve and plan horizontally across the grades and address the needs of our students. Classroom, AIS, and Special Education teachers use data to differentiate instruction for ELLs in their classroom. They maximize student potential by sharing insights into student's home life, family background and interest. Writing skills are addressed by providing the student with different types of writing tools, dialogue, journals, and providing lessons within word work in context. (phonemic awareness, phonics, and sight words) Modeling language structures and the writing process is largely used. Instructional support and intervention provide the ELL student with early intervention through a tiered system. PS 536 uses the RTI Framework to guide instruction by first asking if the student had any former interrupted education or we administer the MLS, if needed. We look at data such as HLIS, proficiency level , academic achievement(report card), and behavior. While the student is in the classroom , PS 536 uses quick, deliberate, and proactive means for addressing students who are in potential academic failure . RTI aims at the prevention and early intervention through the tiered system of instructional support that may increase during the duration of the day.

FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	In addition to the NYSITELL (Initial ELL entitlement assessment), Spanish LAB, and the NYSESLAT, students are assessed using Fountas and Pinnell in all grades (K-5) Acadience, and iReady to determine their instructional levels within the classroom. These reading assessment tools assess the students' accuracy and self-correction, comprehension and fluency skills. The child's ability is measured in comprehension and answering literal and inferential questions after they are read a story. The child may respond to questions in numerous ways, but its acceptable only as long as the response for that question demonstrates the child's understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, and appeal for words.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	At P.S. 536x, we ensure that all students are evaluated in their native language by using the Spanish LAB when entering the public school system for the first time. Students who are enrolled in a testing grade (3 rd , 4 th 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 the State math and science exams. 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 in all academic areas. Additionally, all students are assessed using Fountas and Pinnell in English and Spanish, if needed during the Fall and Spring.
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	The success of the ENL program for ELLs is based on the results of making gains (.43) within the language levels of proficiency and the EDAT report. Success in the NYSESLAT is measured by the students moving one proficiency level . When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then there's favorable outcome, and truly ELLs have made a mark. Additional evidences of success for ELLs may also be measured by performance based tasks, such as: accurate paraphrase of what is heard or read; following directions that involve multiple steps; using concept maps, semantic webs, or outlines to 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. PS 536 also uses the ELL Periodic Assessments and NYC Performance Tasks to identify progress and needs.

2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.	The ENL Coordinator and ENL teacher coordinate a schedule using data from RLER identifying eligible ELLs for testing. A memo and schedule are disseminated to all staff members. The ENL Coordinator and trained pedagogue administer the Speaking portion of the NYSESLAT as well as administer the NYSESLAT by grade bands to eligible students. The ENL teacher service the students by their mandated minutes during this time. Once the exam has been given, the ENL coordinator and trained pedagogue train and scores the NYSESLAT in the window provided by the NYSDOE.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	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 ELL-SWDs 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.
b. SIFE	The ENL program focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, g, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy. AIS, and any test prep program is also available to them. Students identified with special needs are offered the same programs with additional services as specified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x according to the EDUR report. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students' English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.
c. Newcomer	The ENL program focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, g, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy. AIS, and any test prep program is also available to them. Students identified with special needs are offered the same programs with additional services as specified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x according to the EDUR report. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students' English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.

d. Developing	The ENL program focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, g, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy. AIS, and any test prep program is also available to them. Students identified with special needs are offered the same programs with additional services as specified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x according to the EDUR report. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students' English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.
e. Long Term	The ENL program focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, g, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy. AIS, and any test prep program is also available to them. Students identified with special needs are offered the same programs with additional services as specified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x according to the EDUR report. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students' English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.
f. Former ELLs up to two years after exiting ELL status	The ENL program focuses on small group instruction using reading and language proficiency levels in all content areas. Students identified as SIFE, newcomers, g, LTE, and former ELLs are offered placement in programs such as the Newcomer Academy. AIS, and any test prep program is also available to them. Students identified with special needs are offered the same programs with additional services as specified in their Individual Education Plan (IEP). There are no students presently identified as SIFE at P.S. 536x according to the EDUR report. If we do get a student identified as such, the same programs will be offered to them. Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction and language support to our students. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and structured to develop cognitive skills, achieve comprehensive learning and maximize students' English and Native Language acquisition. ESL strategies are used for all ELL students, as previously mentioned. Former ELLs who exited from ELL status will receive ENL for 90 minutes per week for two years, as well as testing accommodation.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	At P.S. 536x, we ensure that all students are evaluated in their native language by using the Spanish LAB when entering the public school system for the first time. Students who are enrolled in a testing grade (3 rd , 4 th and 5th), the NYS Mathematics and Science are ordered in their native language, if available. The school is also prepared to hire translators, if needed for State math and science testing. Students in testing grades are given glossaries and use dictionary in their native language, if available and used them when they are being assessed within the school year in all academic areas. Additionally, all students are assessed using Fountas and Pinnell in English and Spanish during the Fall and Spring.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	n/a

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	At P.S. 536x every effort is made by administration to send the ESL, bilingual, monolingual, special education and support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ENL /TBE instruction. The bilingual coordinator, Ms. McCawley attends several professional development sessions offered by the Bronx Field Support Center and RBERN, to keep her abreast of the recent approaches, innovations in ENL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ENL /bilingual / monolingual / special ed classroom teachers who work with ELLs as needed during our Monday professional development day, curriculum planning time, Grade Level or Inquiry Team meetings . Our CPS, Ms. Franco and Bronx borough ELL Service Administrator, Mr. Castro are available via email, and phone to discuss any concerns the ENL/ TBE teacher may have. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Department meeting, Inquiry Team weekly meetings keep staff members abreast of ongoing changes in the Common Core Learning Standards and Language Allocation Policy document. Workshops are provided by our Principal, Assistant Principal , team leaders, Bilingual Coordinator . Some topics that will be addressed are: Common Core Learning Standards, SIOP, LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), ESL Strategies and Methodologies, Witsi, Writer's Workshop, and NYSESLAT . 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 workshops are offered to 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. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).	P.S. 536x will continue to provide ongoing professional development for all teachers to attain the requirements as per Part 154 either in-house or off-site trainings when offered, as mandated(15% hours for all teachers and 50% for bilingual and ENL teachers). Teachers are currently using SIOP in instruction, creating and implementing content and language objectives within their lesson planning. Schedule of upcoming professional development days to be conducted by the Division of English Language Learners and Student Support and Bronx Field Support Center will be sent to teachers via e-mail and be made available to all personnel. All teachers attending workshops will keep an ongoing log of the hours. The secretary, works closely with the ENL coordinator to receive professional development on their roles in assisting ELL students and their parents. Also, every Tuesday is dedicated to parent Engagement where parents are invited to several PD offered by the K-5 grade teams. The ENL programs are discussed specifically for our ENL parents.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	P.S. 536 will provide annual individual meeting with the parents of ELLs during our Tuesdays afternoon parental period. We have an open door policy in which parents are made available to contact any personal for an update on their child's education. Translation is available thru our multilingual staff member , if needed (Spanish, Bengali, Arabic). Teacher's keep an ongoing log to document individual meetings with parents/ guardians. This additional meeting will be utilized to discuss goals, language development and assessment results. We meet the parent during the start and dismissal , via email or phone to discuss their child needs.
2. How does the school provide annual individual meetings with families 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.	P.S. 536 will provide annual individual meeting with the parents of ELLs during our Tuesdays afternoon parental period. We have an open door policy in which parents are made available to contact any personal for an update on their child's education. Translation is available thru our multilingual staff member , if needed (Spanish, Bengali, Arabic). Teacher's keep an ongoing log to document individual meetings with parents/ guardians. This additional meeting will be utilized to discuss goals, language development and assessment results.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	P.S. 536x offers a Pre-K program. Parents of Pre-K are invited to visit the kindergarten class in June to meet teachers and hear about the kindergarten curriculum. • During the course of the day, ELLs, especially the newcomers visit grade appropriate websites in the computer and listen to stories, research topics, and practice alphabet recognition and decoding skill to hone in on their English. • We have placed a strong focus on professional development for ELL's • We create inter-visitation within our teachers' • We have planned units of study which are rigorous and focus on genres. • Technology is integrated through most content areas in the classrooms making the lessons interactive and feasible for ELLs.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Weekly Assembly - whole school - whole staff ENL Afterschool - ENL teacher(s) After school activities - selected teachers
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	The titles and members of the Identification Team are: Y. McCawley, ENL Coordinator, M. Rivera, Pupil Accounting Secretary, L. Rivera, ENL teacher. The ENL Coordinator is called upon to oversee the intake process. The HLIS is given in the parents preferred language. An informal assessment is also given to the child to determine the dominant language of the student.

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Yvonne	McCawley	ENL Coordinator	2022	yes	
Barbara	Garcia	Parent Coordinator	2019	yes	
na	na	na	na	na	
na	na	na	na		

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
Barbara	Garcia	

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No

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 whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	177	55.84	180	56.78
Spanish	117	36.91	119	37.34
Bengali	12	3.79	9	2.84
Arabic	9	2.84	7	2.21
French	1	0.32	1	0.32
Fulani	1	0.32	1	0.32
na	na	na	na	na
na	na	na	na	na

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	4	4
French	1	1
na	na	na
na	na	na
na	na	na
na	na	na
na	na	na
na	na	na

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	P.S. 536 uses data from the Home Language Identification Survey which is completed upon admission to our school by the parent/guardian. This survey provides the school with the preference of written and oral information. Our largest population is Spanish at 36.91%, as per RPOB , RCPL, RAPL, UPPG and RDGS reports. Information gathered from the HLIS and Emergency Blue Cards is entered in ATS. All written correspondence between students' families is provided in English, Spanish, Arabic and Bengali. As a result, we use Google Translate for languages not spoken by staff members. Documents such as: Progress Reports, Letters - ongoing throughout the year, Monthly calendar, and any PTA information are translated when possible. All oral correspondence between the school and students' families is translated by the ENL Coordinator, teachers, and bilingual staff members. In addition, translation services are provided to parents through the "Over the Phone Interpreter Services". This includes: Parent Meetings, Parent Engagement, Special Events or any Individualized meeting.

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendar	monthly	in house
School letters, announcements, and event letters	monthly	in house
After-school program information	September-October	Translated by school staff or T & I Unit
Photo Release form	September / Ongoing	In house and DOE translated documents
Emergency Contact Forms	September / Ongoing	In house and DOE translated documents
Parent Teacher Association letters	September - June	in house
ELL Compliance and DOE Chancellors letters	September - June	Translated by DOE
Parent Memos	monthly	in house

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	September / November / March	Translation & Interpretation service and in house translations
Curriculum Night	September	Translation & Interpretation service and in house translations
Parent Orientation	September	Staff member and Translation & Interpretation unit
Parent Engagement	On-going on Tuesdays	Staff member and Translation & Interpretation unit
Individualized Parent meetings	Throughout the year	Staff member and Translation & Interpretation unit
na	na	na
na	na	na
na	na	na

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:	
(A) a school-wide emergency (i.e. lockdown, fire, etc..)	In an event of a school emergency, limited English proficient parents will be contacted by the school using the android app called REMIND. Its an app that is connected to parents phone and email and delivers the message is several languages (Spanish, Arabic, Bengali, French). Families are also contacted by language specific staff members via phone, letter, website or social media. The NYCDOE Language and Translation office will be used for other languages, if needed.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	In an student-specific event , limited English proficient parents will be contacted by the school using the android app called REMIND. Its an app that is connected to parents phone and email and delivers the message is several languages (Spanish, Arabic, Bengali, French). Families are also contacted by language specific staff members via phone, letter, website or social media. The NYCDOE Language and Translation office will be used for other languages, if needed.
(C) If a parent has an emergency and needs to contact the school.	In an event a parent has an emergency and needs to contact the school, the parent could call the school and one of our in-house multilingual staff members will speak to them (Spanish, Bengali, French). The NYCDOE language and Translation office will be used for other languages, if needed.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Professional Development
Over-the-Phone Interpretation Desk Aid	Displayed and handed out to staff members
Language Access Handbook	Displayed
T&I Unit InfoHub Link	Emailed and handed out to staff members
na	na

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The Language Access Coordinator attends training being offered by NYCDOE Translation & Interpretation Unit and FLAC team. In-house Professional Development for accessing translations and over-the-phone interpretation services from Translation and Interpretation Unit will be provided to all staff members (Chancellor's Regulation A-663) as well as sending the school staff to Implicit Bias Training. Index cards with information and phone numbers and resources are distributed to all staff members as well as displayed in the main office. The Bronx Field Language Access Coordinator, Ms. Darlene Garcia will be contacted if additional assistance is needed.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: - Translated signage - Brochures/flyers/letters shared with parents - Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) - Messaging phone applications - Parent's Guide to Language Access - NYC Public School Guidebook	Upon entering P.S. 536 campus building, parents are greeted with signs displayed in the main bulletin board offering our limited-English parents an opportunity to be represented (Item B of Section VII in the Chancellor's Regulation). Posters are downloaded or received by the DOE website: https:intranet.nycdoe.net/schoolsupport/translation_and _interpretationunit in all the languages to accommodate all families in our school. Chancellor's Regulation A-663 is a directive on the responsibility that schools is committed to provide parents/guardians equal opportunity access to all rights and information at our school.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	Parental surveys are distributed during PA meetings to ascertain parents feedback regarding the quality, need, and availability of services. The Parent Coordinator also directs parents to the appropriate school personnel for necessary resources needed.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	P.S. 536 uses the feedback from the surveys to better guide the school on the languages much needed and use the Translation and Interpretation Unit to communicate to parents in the languages that are needed.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

DIRECTIONS: Title III supplemental services for English Language Learners (ELLs) must include the following three components:

Direct instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL 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 bilingual education and/or English for Speakers of Other Languages (ESOL) certified 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 or annual ELL parent meetings.

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

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

PART A: SCHOOL INFORMATION

Name of school:	P.S. 536
DBN:	12x536
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	20
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	1
Describe the direct instruction supplemental program here and include the ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials	
Rationale	At P.S.536, we provide a supplemental ENL program after school for a total of 20 ELLs in grades 2-5. The program is designed to support beginning and struggling ELLs with English acquisition and ELA skills. We look at multiple data sources (such as NYSITELL, Spanish Lab, NYSESLAT, ELA/MATH Baselines, ELA/MATH state assessments and EDAT data analysis) to address the needs of our ELL population. For the 2022-2023 school year our ELLs who are in need of additional support in reading and writing and math skills will be invited to this program. Within this ENL program we will embed a NEWCOMERS Academy for students (Entering and Emerging level of language proficiency). Students will be invited to attend the programs by a letter that will be sent via backpack in English, Spanish, Bengali and Arabic providing a tear off that will be signed and dated by the parent. These programs will also provide supplemental instructional time and social emotional support to all students.
Subgroups and grade levels of students to be served	ELL students will be grouped based on their proficiency level using NYSESLAT/NYSITELL and additional information from the EDUR report. All ELLs from grades 2-5 will be invited to attend these programs, including current, former, LTE, Newcomers and SIFE students (appox. 20 students - 10 students per group). The program will begin mid-November and run for 10 week cycles from 2:41-4:11 pm.
Schedule and duration	All ELLs from grades 2-5 will be invited to attend these programs, including current, former, LTE, Newcomers and SIFE students (appox. 20 students - 10 students per group). The program will begin mid-November and run for 10 week cycles from 2:41-4:11 pm.
Language of instruction	Our instructional model will be in English consisting of small group instruction in all academic areas. Students who are enrolled in our current ENL program will focus on reading and writing comprehension imbedding the Witsi methodology to make better gains on the NYSESLAT within a small group instruction (10 students).

Number and types of certified teachers	Staffing for these programs will consist of one dually certified bilingual / ESL teacher, and one content area teacher.
Types of materials	The Newcomers/SIFE will utilize Brain Pop to gain equal opportunity to multiple literary experiences, while engaging in the just right texts and working on English literacy skills allowing students to move forward attaining English language proficiency, using the four disciplines of language acquisition (listening, speaking, reading and writing). Cornerstone's Newcomer Worktext from Pearson and Voyagers Passport Levels A, B and C will be used for additional support.
Include any additional details here:	Attendance will be taken daily monitoring absences. A call will be made by a staff member to those students with excessive absences encouraging them to attend. Attendance of students and staff for the program will be kept on file.
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,2,3,4,5

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. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	
Rationale	Public School 536 provides ongoing professional development to teachers within the Title III program. All bilingual, ESL, special education, monolingual teachers and supervisor are invited to attend. Records of attendance and memos will be kept on file.
Teachers to receive training	Workshops will be conducted by a fully licensed bilingual or ESL teacher participating in the Title III program. Staff from the Bronx FSC will be invited to attend to keep us abreast of the latest changes in the States Part 154 iniciatives. Also, our ENL Coordinator, Ms. McCawley will attend monthly workshops conducted by the Bronx Field Support Center, Mr. Castro.
Schedule and duration	These workshops will be addressed on Mondays during our PD periods.
Topics to be covered	The Professional Development Period will focus on the following: EDAT clinic, Witsi, and Sheltered Instruction Observation Protocol (SIOP).
Name of provider	Our ENL Coordinator, Y. McCawley and ENL teacher, L. Rivera will facilitate these workshops.
Include any additional details here:	

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families 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 or annual ELL parent meetings. Include: • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities	
Rationale	Public School 536 Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops that focus on providing strategies that will enhance their child's linguistic and academic development. During workshops, translation and interpretation service is provided by our multilingual staff members, meeting the needs of our parents.
Schedule and duration	The announced workshops will be conducted throughout the school year during our Tuesdays Parental Engagement time from 2:36 - 3:06pm.
Topics to be covered	Workshop to be covers will inform parents on topics such as: Meeting the Academic Needs of your Child, Identifying ELLS, and Testing Strategies for ELLs.
Name of provider	Workshops given to parents will be facilitated by our parent coordinator, Ms. B. Garcia and a dully certified ESL/ENL teacher
How parents will be notified of these activities	Parent will be notified of workshops being offered by REMIND, or a school letter sent home by backpack in English, Spanish, Bengali and Arabic. (Spanish is the dominant and most requested language at our school).
Include any additional details here:	All records of parental attendance and agendas will be kept on file.

PART E: BUDGET

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

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):-Per session -Per diem	n/a	n/a
Purchased services -High quality staff and curriculum development contracts.	n/a	na/
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	n/a	n/a
Educational Software (Object Code 199)	n/a	
Travel		
Other		
TOTAL		

Allocation Amount ($):	N/A
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	.

Part 4: Schoolwide Program (SWP)

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/information, early intervention services, etc.).	.

Part 5: "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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.

For the last two columns of this table: 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>, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	.	x	.
Title I, School Improvement 1003(a)	Federal	.	x	.
Title II, Part A	Federal	.	x	.
Title III, Part A	Federal	.	x	.
Title III, Immigrant	Federal	.	x	.
Title IV, Part A	Federal	.	x	.
Tax Levy (Fair Student Funding)	Local	.	x	.

Explanation/Background

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A**: Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds <u>may not</u> be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.

■ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.