

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K158

School Name:

P.S. 158 WARWICK

Principal:

AUDREY WILSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 19K158
Grades Served: Pre-Kindergarten - 5th grade
School Address: 400 Ashford Street
Phone Number: 718 277-6116 Fax: 718 827 4300
School Contact Person: Shirley A. Harewood Email Address: sharewo@schools.nyc.gov
Principal: Audrey A. Wilson
UFT Chapter Leader: Lesley Ann Jones
Parents' Association President: Marsha Houston
SLT Chairperson: Tonia Gordon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings -Harte
Superintendent's Office Address: P.S. 013 Roberto Clement School
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718 240-2741 Fax: 718 240 2751

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, N.Y. 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718 935-3954 Fax: 718 935-2382

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Audrey A. Wilson	*Principal or Designee	
Lesley Anne Jones	*UFT Chapter Leader or Designee	
Marsha Houston	*PA/PTA President or Designated Co-President	
Tonia Gordon	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kelly Lopez	CBO Representative, if applicable	
Darlene Cotton	Member/ Teacher	
Carla Jennings	Member/ Teacher	
Dawn Williams	Member/ Teacher	
Edda Barreto	Member/ Parent	
Glenroy Phillips	Member/ Parent	
Shawnette Jardim	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Audrey Martin	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. P.S.158K is an elementary school serving grades pre-K to fifth in a high-needs area of East New York, Brooklyn. About 87% of our children receive free lunch. We have about 67 families who live in temporary housing.

The mission of P.S.158K is to create a nurturing cooperative learning environment in which the school, home, and community share ideas and work together toward developing a more conducive atmosphere for learning, using the Common Core Learning Standards. This home-school partnership will result in all students meeting high standards. Our target is to decrease our number of Level 1 and 2 students and increase our number of Level 3 and 4 students in reading, writing and mathematics. Our mission establishes the same high standards of excellence for all students in regular education, special education, as well as for English Language Learners and at-risk students.

We are a very unique school in that we create a welcoming environment for students, staff, and families. We have an open-door policy, in which parents are welcome to the school to voice any concerns. We also encourage parents to volunteer at special events and to assist with daily activities. Our school culture is very warm and child-friendly. The staff truly cares deeply about the children and families in our school. Teachers stay after school to tutor students, plan engaging lessons, and write grants. They go out of their way to contact and communicate with parents by way of email, letters, and phone calls.

In September we provide school supplies for some students in need, especially those in temporary housing. Each November, staff donates food so that the needy families in our school, some of whom live in shelters, have complete Thanksgiving meals, with turkeys and all the trimmings. For the past few years, each of the over 500 children in the school received a small gift before the holidays.

This year we have a few partnerships which are helping us achieve our school's mission. We partner with City Year, in which corps members work with students in grades three through five in small groups on literacy and math tasks. They also mentor children who have challenges with behavior. Corps members stand by the school's entrance every morning as students arrive to school, with a cheer, to recognize and encourage good attendance. We received a grant from the Department of Education in order to become a Community School. We are partnered with a community organization, Grand Street Settlement, to provide wrap-around services including counseling, medical services, and academic tutoring to meet the needs of our students as well as their families. Our Resource Coordinator, who we hired through the grant, has spearheaded this initiative. We currently have on site a Family Outreach Worker, Case Manager, Social Worker, and tutor to address the needs of students and families, with the purpose of supporting all students in their progress toward a high standard of excellence, as stated in our mission.

2. As mentioned earlier, one of our school's major strengths is creating a welcoming environment conducive to learning. We offer Family Reading Nights, Family Zumba Nights, family field trips, holiday parties, and a morning fitness program to engage parents and students. We also implement extracurricular activities for students to encourage good attendance and to get them excited about school, such as holiday dances, a co-ed basketball team, soccer, photography, drumming, robotics, and a girl's confidence-building group called the "Jewels." The Parent Coordinator also runs an American Idol talent show performed by students and the Drama teacher puts together student productions three times a year.

Teacher collaboration is also a strength, as we have a 90-minute block of time set aside each week for teachers to meet, look at student work, and plan common-core aligned units of study. In addition, each grade and cluster teachers have an additional period of common prep time in order to plan. We also have professional learning sessions on Monday afternoons, in which teachers engage in study groups based on the needs assessment of the quality review and the school data.

Based on the state math test, another accomplishment is closing the achievement gap for our English Language Learners and Special Needs populations. Our school's lowest third showed growth compared to peer and city schools on the state math test.

We also received a number of grants last school year to help us meet our goals, including the Community Schools grant, Transitioning to Kindergarten, Astor Book Grant, and The Libraries Build Learners Grant. The Community Schools grant, as mentioned earlier, helps us provide social and academic services to our children and families. The Transitioning to Kindergarten program has helped families prepare their children for the transition from pre-kindergarten to kindergarten. This will also help pre-k and kindergarten teachers collaborate in the smooth transition of students from one grade to another. The Astor Book Grant provided classroom library books to kindergarten through second grade teachers, as well as books for each child in those grades to take home to improve their personal libraries. The Libraries Build Learners Grant provided funding to update our library collection and also provided opportunities for Literacy Nights for our families as well as non-fiction book clubs for our students.

However, despite our best efforts in trying to create a welcoming environment for parents and providing events and activities to get them involved. We still struggle with parent attendance at workshops, Parent Teacher Conferences, and meetings. In partnership with Grand Street Settlement, our Community Based Organization, we will work to gather information about parents and families in order to provide those activities or services that will increase participation. Another challenge we face stems from our transient population. As mentioned earlier we have many students in temporary housing, which often means there is a deficiency in their academic growth . We also have many new admits who enter our school mid-year, and are often two grade levels below. Using small group instruction, we try very hard to bring these students up to grade level performance but many still struggle to reach these standards. One more challenge we face is maintaining our level three students. We are deepening our work with our on-level students this year to ensure that they are challenged and that they too, make continual progress.

3. According to our School Quality Guide, this year we made the most growth with the school's lowest third of students on the state math tests. However, we have to focus on our English Language Arts instruction, as our state test scores show a decrease in growth for our students. We will do this by incorporating rigorous differentiated tasks based on student needs, and providing multiple entry points, so that all students can achieve a lesson's objective. We will also provide more feedback to students on their work and incorporate two fifteen minute sessions of guided reading instruction daily. In addition, our City Year corps members work with small groups to provide intensive instruction during the school day. City Year also runs an after school program which focuses on improving literacy skills among third through fifth graders. Cluster teachers are also assigned to small groups of students and work with them during the school day. We have a Reading Recovery teacher who works with struggling first grade students in guided reading as well.

Teachers will meet with their colleagues during Monday afternoon professional learning sessions to discuss strategies and implementations of best practices that will improve our students' reading and writing. Teachers will also meet in grade team study groups to discuss professional learning books to enhance their practice. Looking at student work during the 90-minute planning block will further help teachers plan for students with various needs. In addition, teachers will work on creating challenging tasks and literacy circles for level three and four students.

P.S.158 K, The Warwick School will continue to work collaboratively with all our stakeholders to improve the quality of instruction, school environment, and culture in order to support students in demonstrating academic and personal growth, achieve at their highest levels, and be afforded opportunities for college and career participation.

19K158 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	581	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		89.0%
% Free Lunch	88.0%	% Reduced Lunch		2.2%
% Limited English Proficient	7.1%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		54.9%
% Hispanic or Latino	42.2%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.8%	Mathematics Performance at levels 3 & 4		14.1%
Science Performance at levels 3 & 4 (4th Grade)	72.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on the quality review, our teachers use a variety of assessments to provide benchmarks and progress monitoring and use these assessments to continuously adjust instruction to meet the needs of all learners. Teachers differentiate and modify instruction based on data accumulated from these assessments and ongoing classroom assessments including unit tests and running records. Our next step is to use teaching strategies that will provide multiple entry points that engage all learners and encourage students to self-check for understanding and self assess.

Part 2 – Annual Goal

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

By June 2016, 95% of all teachers will implement data driven, small group instruction in ELA and Math in all grades in order to improve the school's Student Achievement Target from 27.7% to 49%. as evidenced in ADVANCE.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
All Grade level teacher teams will conduct study groups during Mondays Professional Learning using professional resources, data from curriculum unit test and running	Teachers	September– June 2016	Professional Development Committee and Supervisors

records to implement and improve small group lesson and differentiated instruction.			
Specialized Teachers will meet in a study group to discuss small group intervention, the role of assessment and implication of RTI. Book: Response to Intervention by Fuchs, Fuchs, & Vaughn	Specialized Teachers	September–June 2016	RTI, Lead Teacher, and Supervisor
PTA, Parent Coordinator, & CBO will be sharing strategies with parents about motivating students to read outside the classroom. Book: Motivating Recreational Reading and Promoting Home School Connection.	Parents, CBO & P.C.	September–June 2016	Parent Coordinator and Resource Coordinator
School wide events that will inform parents of reading strategies and skills for students in order to strengthen the home school connection such as family literacy night, taste for the test, open house, and other parent workshops.	Parents	September–June 2016	Librarian and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Parents, Teachers, Para Professionals, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent & Resource Coordinator. Book: Response to Intervention by Fuchs, Fuchs, & Vaughn											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
P.S. 158K is engaged in progress monitoring monthly, as a part of an overall cycle of continuous improvement plan. However during the month of January and February 2016, we will be conducting the middle of the year (MOY) assessments in every grade, subject and program in the school. By February, 80% of all teachers will be implementing small group instruction in ELA and Math on all grade levels Pre-K to 5th. This will help us to indicate and establish progress towards meeting the specific goals established by each group, committee or program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on parent conference, contact and survey. As well as supervisors’ observations and the quality review states that tracking of the effectiveness and efficacy of instructional strategies is not always consistent for all classes and may not impact the instruction across the school. While school staff periodically reviews progress toward goals and parents have access to their child’s progress through the online program, Pupil Path, students and parents are less aware of the improvements. Therefore we are establishing a system in which a homework system will be established for all to see that students are being given assignments and being completed in a timely fashion with feedback from teacher for students and parents to see.

Part 2 – Annual Goal

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

By June 2016, 90% of all teachers will implement a school-wide homework checking system that will improve student progress from 40.8% to 60% result in improvements in student work products as evidenced in student work portfolios.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All Grade level teacher teams will conduct study groups during Mondays Professional Learning utilizing the NYC Chancellor’s Professional Learning Handbook in order to inform our PL work.</p>	<p>Teachers</p>	<p>September– June 2016</p>	<p>PLC and Supervisors</p>

Specialized Teachers will also participate in the universal homework system and follow-up with their students and parents. ESL Teachers will provide some translations for homework by providing Gomath and Math Steps in Spanish, so parents can work with students in their native language at home.	Students & Parents	September–June 2016	ESL Teacher & Supervisors
Parent workshops will be conducted on homework help systems available for parents such as Dial-A-Teacher and Pupil Path.	Parents	September–June 2016	Parent Coordinator and Supervisors
Teachers will be giving timely feedback to parents about students’ progress in the area of homework completion and accuracy.	Parents	September–June 2016	Teachers and Supervisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Parents, Teachers, Para Professionals, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent & Resource Coordinator.											
Book: GoMath & Math Steps in Spanish											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
P.S. 158K is engaged in progress monitoring monthly, as a part of an overall cycle of continuous improvement plan.
However during the month of January and February 2016, we will be conducting the middle of the year (MOY) assessments in every grade, subject and program in the school. By February 2016, 80% of all teachers will have implemented the school wide homework checking system. This will help us to indicate and establish progress towards meeting the specific goals established by each group, committee or program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the Quality Review Report the school needs to deepen our goals and action plans to improve teacher practice to ensure accelerated student learning. Based on review of New York State English Language Arts and Mathematics test the school established a set of goals and action plans to align units of study to CCLS. It was observed that most teachers were not implementing differentiated small group instruction for targeted students.

Part 2 – Annual Goal

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

By June 2016, 95% of all grade level teacher teams will meet weekly and adjust curriculum to meet the needs of all learners in all content areas as demonstrated in unit plans and lesson plans.

They will prepare rigorous instruction aligned with the Common Core learning Standards to address goals and action plans in order to close the achievement gap from 53.1% to 65%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
All Grade level teacher teams will conduct study groups during Mondays Professional Learning that will incorporate teacher resources, professional books and CCLS to support a greater	Teachers	September–June 2016	Lead Teachers and Supervisors

understanding of curriculum alignment to data and meeting the needs of all students.			
Specialized Teachers will be progress monitoring and setting goals. They will be meeting with grade teachers and sharing their goals and action plan for accelerating students learning.	Teachers	September–June 2016	Specialized Teachers
Parent Coordinators and supervisors will discuss progress reports during PTA meetings, parent workshops, and parent teacher conferences.	Parents	September–June 2016	Parent Coordinator and supervisors.
School wide events informing parents of students progress and achievements where students are awarded for special merits such as, writer of the month, student of the month and honor roll.	Students & Parents	September–June 2016	Teachers and supervisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
o Human Resources: Parents, Teachers, Para Professionals, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent & Resource Coordinator.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
P.S. 158K is engaged in progress monitoring monthly, as a part of an overall cycle of continuous improvement plan. However during the month of January and February 2015, we will be conducting the middle of the year (MOY) assessments in every grade, subject and program in the school. By February 2016, 80% of all teachers will be meeting in teacher teams weekly to adjust curriculum to the CCLS. This will help us to indicate and establish progress towards meeting the specific goals established by each group, committee or program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the Quality Review Report the school needs to improve on building the work of teacher teams using an inquiry approach so that instructional strategies are focused and monitored for improvement of all students. Teacher teams meet regularly and identify strategies that may successfully impact improved learning opportunities for individual students and groups of students. However the execution of the granular refinements such as enhanced questioning techniques is not always readily adopted in all classrooms. Tracking of the effectiveness and efficacy of instructional strategies is not always consistent for all classes and may not impact the instruction across the school.

Part 2 – Annual Goal

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

By June 2016, all supervisors and 100% of the third to fifth grade teachers will participate in structured inquiry based teams that promotes improvement and refinement of teachers’ practices such as designing coherent instruction, engaging students, utilizing questioning and discussion techniques based on data, and student’s work. This will be measured by teachers’ observations with feedback and the increased level of student performance in the New York State ELA level 3’s and 4’s from 12.5 % to 25% assessment in grades 3-5.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The inquiry teams will be meeting weekly and using the following books for their professional learning groups to develop and improve questioning and discussion techniques to enhance student’s learning as well as using assessments and data to drive instruction.</p>	<p>Supervisors teachers and, paraprofessionals</p>	<p>September– June 2016</p>	<p>Lead teachers and supervisors</p>
<p>Specialized teachers will be giving assignments to students and parents by means of Pupil Path, an online web page. Homework and parents notes will be given along with the strategies that are being taught in class with samples for parents to use.</p>	<p>Parents</p>	<p>September– June 2016</p>	<p>Specialized teachers and supervisors</p>
<p>Parent Coordinator and Librarian will coordinate workshops for parents on ways to improve reading strategies through reading websites such as Myon, Star Fall , and Bookflix as well as an introduction to homework help through Dial-A-Teacher.</p>	<p>Parents</p>	<p>September– June 2016</p>	<p>Parent Coordinator and Librarian</p>
<p>Supervisors and teachers will be in constant communication with parents about their child’s progress and learning through pupil path, progress reports, report cards, parent conferences and telephone conferences.X</p>	<p>Parents</p>	<p>September– June 2016</p>	<p>Supervisor</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resources: Parents, Teachers, Para Professionals, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent & Resource Coordinator.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

P.S. 158K is engaged in progress monitoring monthly, as a part of an overall cycle of continuous improvement plan.

However during the month of January and February 2015, we will be conducting the middle of the year (MOY) assessments in every grade, subject and program in the school. By February 2016, students MOY will show an increase of at least 20% in the NYS ELA practice assessments. This will help us to indicate and establish progress towards meeting the specific goals established by each group, committee or program.

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

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

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

Part 1 – Needs Assessment

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

Based on school parent surveys, PTA attendance and a decrease in the number of parent volunteers we can assess the need for more parent engagement and involvement in student activities at PS 158. Based on the school attendance and lateness we have noted how this is a barrier to learning so we assess the need for parent education and support in the importance of these areas. As a result, we have selected Grand Street Settlement as our CBO to implement a more productive and active program to motivate the participation and engagement in our school.

Part 2 – Annual Goal

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

By June 2016, 90% of our students and families will be engaged, serviced and supported by different programs, and Grand Street Settlement, CBO designed to promote student’s well-being and remove barriers to learning. This will be measured by PTA attendance and parent involvement in activities.

This will increase parent involvement from 20% to 60% based on parent survey and parent attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School Leadership team members will participate in a Parent study</p> <p>Group led by SLT chairperson using the book Tapping the Potential of Parents, A Strategic guide to boosting student through family involvement by Patricia A. Edwards.</p>	<p>SLT, PC & Parents</p>	<p>September– June 2016</p>	<p>SLT Chairperson</p>
<p>Specialized Teachers will meet with parents to engage them in conversation and survey needs to determine the needs of SWD, high need students and ESL students and provide Academic Intervention Services, After School services and programs.</p>	<p>SLT, PC & Parents</p>	<p>September– June 2016</p>	<p>Supervisors, IEP, ESL and RTI teachers</p>
<p>PTA/SLT and CBO will work together to create opportunities for parents to engage in daily school activities.</p>	<p>SLT, PC & Parents</p>	<p>September– June 2016</p>	<p>PTA President, SLT Members and CBO Resource Coordinator & Staff</p>
<p>School Leadership Team and CBO will create a safe space where the resource coordinator will be able to gather information from families and analyze their needs in order to provide services needed.</p>	<p>SLT, PC & Parents</p>	<p>September– June 2016</p>	<p>CBO Resource Coordinator & Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>CBO, Grand Street Settlement</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

P.S. 158K is engaged in progress monitoring monthly, as a part of an overall cycle of continuous improvement plan.

However during the month of January and February 2015, we will be conducting the middle of the year (MOY) assessments in every grade, subject and program in the school. By February 2016, we should see 50% of our parents participating in all school activities. We will be collecting attendance sheets from all parent activities and analyzing participation patterns and involvement to assess the growth in the area of parent involvement. This will help us to indicate and establish progress towards meeting the specific goals established by each group, committee or program.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	BOY DIBELS & TRC Scores, BOY MOSL Scores, & NYS ELA Scores	Harcourt Story town Intervention, Harcourt Trophies Intervention, Fountas & Pinnell Intervention System Fundation Wilson System	Small group intervention (5-7 students)	Services are provided during school (30-45 minutes) AIS (30-40 minutes) Seamless afterschool programs (60 minutes)
Mathematics	BOY Math Unit Test Scores, GoMath Pre-Test, & NYS Math Scores	Math Steps, GoMath Everyday Math, Continental Press: Finish Line Math	Small group intervention (5-7 students)	Services are provided during school (30-45 minutes) AIS (30-40 minutes) Seamless afterschool programs (60 minutes)
Science	Science Pre-Test, & Science Unit Test	Scott Foreman Science	Small group intervention (5-7 students)	AIS (30-40 minutes)
Social Studies	Social Studies Pre-Test & Unit Test	Social Studies: McGraw-Hill Continental Press: Social Studies	Small group intervention (5-7 students)	AIS (30-40 minutes)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Students, Students with IEPs, Referrals by Teachers, Referrals by Parents, and at student's request for support.	Independent Programs	Small group intervention (5-7 students)	Services are provided during school (30-45 minutes)

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
1. Administrative staffs regularly attend hiring fairs to identify and recruit highly-qualified teachers.
2. The personnel secretary will work closely with the network human resources to ensure that non-HQT meet all required documentation and assessment deadlines.
3. Mentors and grade leaders are assigned to support struggling and unqualified teachers.
4. Supervisors, Coaches, Lead Teachers & Mentors will meet regularly with new teachers to support them with any management issues as well as academic support.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The pedagogy staff will be given six hours for professional learning, two hours for study groups, four hours for inquiry teams, and ten hours for planning time every month. These teachers will be supported by colleagues, grade leaders, coaches, supervisors and network consultants.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

This year we are participating in a program called Transitioning to Kindergarten, which will help our pre-k families get their children ready for kindergarten. The program includes workshops for parents and teachers of pre-k, on how to prepare the children for their next step. A big part of this program includes a screening for teachers and parents to see where students are in terms of early literacy skills. This program also includes sharing screening results and records with kindergarten teachers, so they will know the strengths and weaknesses of each child.

Our pre-k units of study are also aligned to the Pre-K Foundation for the Common Core, which prepares our children to meet the rigorous Common Core standards in kindergarten and beyond. In June, pre-k teachers also read stories about kindergarten to the children, visit kindergarten classes with them, and bring them to the cafeteria to eat lunch, so they get an idea of what kindergarten is like.

Our pre-k social worker also gives workshops to parents in May to give them suggestions to help them prepare their children for kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Measures of Student Learning Committee met in September to choose beginning and end of the year local assessments for each grade level from kindergarten through five. This Committee was comprised of teachers in upper and lower grades, a Cluster teacher, and the school’s administration.

Each week the principal meets with the grade leaders. This group makes decisions on assessments to be used based on feedback from teachers. Teachers on each grade level discuss which assessments work for their grade in their 90-minute blocks of planning time as well. Our school data specialist and administration have given professional development sessions on using data to inform instruction. Furthermore, the 90-minute planning block for teachers is often used to look at student work and help teachers come up with strategies for helping students progress.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	430,787.00	X	Section 5A, 5B,5C, 5D & 5E
Title II, Part A	Federal	153,145.00	X	Section 5A, 5B,5C, 5D & 5E
Title III, Part A	Federal	11,200.00	X	Section 5A, 5B,5C, 5D & 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,975,986.00	X	Section 5A, 5B,5C, 5D & 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S.158K, The Warwick School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The

school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.158K, The Warwick School** , will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

P.S.158K, The Warwick School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Warwick School</u>	DBN: <u>19K158</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

This program is reflected upon the overall results the NYSITELL and the NYSESLAT. Data below indicates students' level of proficiency.

	<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>
<u>Kindergarten</u>	<u>5</u>		
<u>First Grade</u>	<u>3</u>		
<u>Second Grade</u>	<u>4</u>	<u>3</u>	
<u>Third Grade</u>	<u>2</u>	<u>3</u>	
<u>Fourth Grade</u>	<u>1</u>	<u>2</u>	

This afterschool program will serve mostly all the newcomers (2014-2015) who scored at the beginning level on NYSITELL and those who scored at the intermediate level NYSESLAT. In addition, students in grades 4 and 5 who scored at the advanced level will participate in the Seamless Day program funding by Title I funds when that program takes effect. It is expected that the program will commence on November 5, 2014 through June 18, 2015. This program will be offered to students from kindergarten through four grade that can remain after school for one hour on Wednesday and Thursday from 2:25-3:25 pm. One licensed ESL teacher and one content area teacher will be hired to service this population. The K-2 class will consist of 10 students and the 3-4 class will consist of 13.

Fountas & Pinnell Leveled Literacy Intervention is designed to be used with small groups of children who needs intensive support to achieve grade level competencies through systematically designed lessons. This is a comprehensive program for ELL students that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. LLI program targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition. Last year, through the Title III funds, the second grade kit was purchased and this year, the Kindergarten kit will be purchased.

Fountas & Pinnell LLI was selected because it uses authentic literature, graphic organizers and scaffolds support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a supportive environment. Small groups are used to practice and reinforce skills at the student's level of proficiency. The ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with the student's English proficiency and using visuals and gestures. Therefore, Leveled Literacy Intervention provides opportunities to make adequate academic progress and meet high academic standards by differentiate instruction to address all language-acquisition levels: Beginning, Intermediate and Advanced.

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-
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Part B: Direct Instruction Supplemental Program Information

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-
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Part C: Professional Development

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

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

Begin description here: _

Prior to the start of the program, there will be professional development session for the ESL Teacher and Classroom teachers to meet to discuss strategies that will be utilized to assist the English Language Learners. The first session will place on October 27, 2014. Moreover, the following profession developments will take place on:

October 29, 2014: 2:25-3:25 pm Identifying ELLs in the classroom

November 3, 2014: 3:45 - 4:45pm Leveled Literacy Intervention Professional Learning/ Tutorial

January 26, 2015: 3:45-4:45 pm LLI Data Management Professional Learning

March 24, 2015: 3:45 - 4:45 pm Progress Monitoring Professional Learning

Part D: Parental Engagement Activities

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

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

Begin description here: _

Before the start of this program, Mrs. Louis, ESL teacher, will provide one training session to the parents of the ELLs who will be attending this afterschool program. This session will take place on November 3, 2014 at 2:25 to 3:25 pm. It will give the parents an overview of the Fountas & Pinnell Leveled Literacy Intervention for English Language Learners Program. I will also focus on the Home-School Connection component. Each week a letter will be sent to students' families. It will inform the parents or guardians about the story the students will read during the week. This presents parents with an insight into the classroom curriculum, and offers them a way to be proactive in their child's education. Also, different weekly skills will be given to parents and they will be encouraged to assist their children in practicing these skills.

In addition, a NYSESLAT workshop will be offered to parents of ELLs on March 10, 2015 at 2:30-3:30 pm. ESL teacher will dessimate materials to parents of ELLs to help in preparing students for the NYSESLAT. The materials will provide practice in the types of questions found on the NYSESLAT such as multiple-choice, short written response, extended written response and oral response.

Mrs. Louis, ESL provider, and the Parent Coordinator will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

o the CCLS academic content standards

o the NYS student academic achievement standards

Part D: Parental Engagement Activities

o the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educator

*Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school's Parent Coordinator in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

*Through the efforts of the Parent Coordinator, the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

*Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.

*Parents will be invited to attend culminating celebrations marking their children's success at the school; award nights, Honor Roll and Writer's of the month.

*Student of the Month celebrations will be held in conjunction with PTA meetings and an Honors Night will be held at the end of each marking period.

*School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.

*The school calendar will be disseminated to parents via the students at the beginning of each month.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,720</u>	<u>ESL After School program:</u> <u>2 Teachers X 2 hours X 30 weeks X \$51.51 = \$6,181.20</u> <u>ESL Parent Information Sessions:</u> <u>2 Teachers X 1 hour X 5 Sessions= \$515.10</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1,120</u>	<u>Curriculum Development: Lego Education Professional Development for 6 Teachers: Hands-on Literacy, Science, Technology, Engineering and Math for ELL students.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,240</u>	<u>Instructional Materials:</u> <u>Fountas & Pinnell</u> <u>Leveled Literacy Intervention</u> <u>Green System A-C</u> <u>Blue System C-N</u>
Educational Software (Object Code 199)	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	<u>\$1,120</u>	<u>Parent Involvement Trips, Refreshments, & Books</u>
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 158
School Name The Warwick School		

B. Language Allocation Policy Team Composition

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

Principal Audrey Wilson	Assistant Principal Shirley Harewood
Coach Arlene Baptiste	Coach Lillian Ortiz-Cruz
ENL (English as a New Language)/Bilingual Teacher Yvette De La Rosa	School Counselor Maritza Pena-Herrera
Teacher/Subject Area Erica Stang/Science	Parent Marsha Houston
Teacher/Subject Area type here	Parent Coordinator Pamela Easton
Related-Service Provider Pamela Greene	Borough Field Support Center Staff Member type here
Superintendent Stallings-Harte	Other (Name and Title) Yvescarmel Louis/ENL

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	618	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	37	0	6	3	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		1		1				0
4	2	1	1		1				0
5	10								0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of ELLs, teachers utilize Dibels Next, Dibels TRC, Fountas and Pinnell, as forms of measures. The data informs us of students' reading strategies, skill performance and instructional levels. Reading strategies are the behavioral characteristics of students abilities to decode, encode and process reading and writing. The skill performance is the ability for the student to use problem solving strategies. The instructional level informs the teacher of students' level of entry so the teacher can plan for effective teaching.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels and grades reveal that our ELLs are at-risk for academic difficulties in reading and writing. Students tend to perform better in listening and speaking. With the support of Rtl, students will acquire the necessary skills in making significant academic growth.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 PS 158K uses the AMAQ to determine if the school met specific targets related to the English Language Learners. The data reveals the number or percentage of ELL students who made progress in learning English, attained English Language proficiency and adequate yearly progress in language arts and mathematics for ELL students Title I.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across performance levels and grades are the majority of students are performing below grade level. Students prefer to take their state exams in English rather than their Home Language. The English and Home Language copies are given to students but only one 4th grade student opted to take the Math and Science exams in his native language (Spanish) but scored a level 1 in

both exams. PS 158K can not evaluate how ELLs are faring in tests taken in English as compared to the native language because the ELL Periodic Assessment is not administered. The ELL periodic assessment will be administered in Spring 2016.

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

All students are first assessed to identify those who are not making academic progress at expected rates. Then, we collect data from Benchmark Assessments and compare growth. Intensive Intervention is provided to support the ELLs who are not showing enough progress with differentiated lessons. Students are then placed in tier groups of no more than 5 students to track, reassess and regroup.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The use of the native language in core subject areas is more accessible to ELLs because they can draw on their backgrounds and experiences for content while continuing to improve English language acquisition skills. Native language support, such as the use of bilingual dictionaries, glossaries, materials in the native language and homogeneous linguistic grouping, are utilized in classes of ELLs.

7. For dual language programs, answer the following:

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

N/A

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

To evaluate the success of our programs, PS 158K prioritizes ELLs academic success and understands their learning needs. ELLs are provided extra support to improve their reading and writing skills. They participate in AIS as well as any other afterschool academic activities. Results of NYSESLAT show our students' success. When a student tests out and becomes a former ELL, he or she is entitled for services for up to 2 years. Analysis of formal and informal assessments are also used to evaluate the success of our programs for ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

There are 4 steps in identifying English language learners at PS 158K.

Step 1:

At enrollment, the pupil accountant, Desiree Middleton, ensures that all parents receive a Home Language Identification Survey (HLIS) to complete. The licensed pedagogue, Yvescarmel Louis, the school's ELL coordinator, Maritza Pena-Herrera, Bilingual Guidance Counselor complete the HLIS with the parent. This survey lets us know what language is used at home. If the HLIS indicates that the child uses a language other than English, an informal interview conducted by the licensed ELL coordinator, Yvescarmel Louis. If preferred language spoken is not available at school, over-the-phone interpretation services is utilized through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. and English. If student does not speak any language other than English, then student is not an ELL. However, if student speaks language other than English and speaks little or no English, then the NYSITELL is administered within 10 school days (20 school days for students entering with IEPs) to ensure timely entry of this information into the designated ATS screens. If preferred language spoken is not available at school, over-the-phone interpretation services is utilized through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

Step 2:

For students whose home language is not English, the ELL coordinator administers a more in-depth interview with the student, review his/her school work (when available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). If a student may is ineligible to take the NYSITELL, the ELL Identification Process terminates.

Step 3:

The ELL coordinator prints NYSITELL answer documents in ATS for those who are eligible to take the assessment. After the exam is administered, answer documents are scanned into ATS within 10 school days of enrollment. Within 5 school days of ELL determination, I inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters

which are available for download.

Step 4:

The ELLs who were identified based on NYSITELL whose HLIS indicate a home language of Spanish take the Spanish Lab at the time of initial enrollment during the same 10-day testing window. Parents are then notified of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). Parents return the completed form within 5 school calendar days. If forms are not returned within the calendar days, student is then placed in available program model at PS 158K.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If there are indications within the ELL Identification Process that a student has had an interruption in their formal school, the ELL coordinator first administers the oral interview questionnaire to determine if a new arrival ELL is SIFE. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. LENS results offers us detailed descriptions of a student's skills and abilities in reading, vocabulary, and math.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT.
The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five school days after the NYSITELL, parent notification letters are sent to parents of students who are entitled and non-entitlement for ELL services. Letters are sent in the preferred language of the parent. ENL coordinator, Ms. Louis, keeps a copy on file of all letters. Parents are asked to sign, date and return to school. When signed letters are not returned, they are kept in a file at school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Ms. Lillian Ortiz-Cruz, Language Access Coordinator, is responsible to inform parents that they have the right to appeal ELL status within 45 days of enrollment. Letters are sent to parents in their preferred language, primarily Spanish.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
To ensure parents understand all three program choices, within 5 schools days, parents of newly entrants are shown a presentation by the Chancellor and the mayor via the Board of Education website. This allows parents to see the different programs that are available throughout the city to better serve their children. This online cast comes in different languages. Audrey Wilson, Principal, Yvescarmel Louis, ESL Teacher and Maritza Pena-Herrera are present during the orientation to address any concerns. Parent brochures are disseminated in their native language to enrich the understanding of each available program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After viewing the web cast, parents fill out the Parent Survey and the Program selection forms. When the survey forms are signed, placement letters are sent home. As per CR Part 54, if parents do not return the forms, the students are placed in the current program offered at the school. Also, ENL coordinator ensures that parents receive the entitlement letters for those students who are entitled and not entitled. Mrs. Louis keeps a copy of all letters that are sent to Parents of ELLs. Another way that PS 158K ensures the return of these letters at Open House which is usually held the second week of September, PTA and Parent Teacher Conferences.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We have put in place several approaches to monitor the Parent Survey and Program Selection Forms. When parents are unable to attend the first orientation meeting, we provide continuous sessions in order to accommodate their schedule.
9. Describe how your school ensures that placement parent notification letters are distributed.
Students are given the letters to bring home. Letters are sent in the preferred language of the parent. These copies are maintained in an ELL Binder of Critical Documents in the 413.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher duplicates each document and retains a copy in a binder on file of all ELL documentation for each child.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Prior of administering all sections of the NEW York State English as a Second Language Achievement Test to all ELLs each year, Mrs. Louis generates the RLAT report from ATS. This report specifies all entitled ELLs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher duplicates each document and retains a copy in a binder on file of all ELL documentation for each child.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the past few years, after reviewing the Parent Survey Selection forms, the trend has been that parents seem to show interest for ENL instruction for students in grades 2-5 whereas the K-1 parents usually request the Bilingual Program. Although the Principal would like to grant the K-1 parents' their choices, the school has not had sufficient numbers to fill that class. As per Aspira Consent decree, we will create a K-1 Bilingual Class when we obtain 15 or more students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
PS 158K offers a Freestanding English as a New Language push-in and pull-out methods and a self-contained 1/2 ENL class. At the end of the school year, the principal ensures that all students from a particular grade are all grouped in one class. For example, all first grade ELLs are placed in one class. That set-up allows the ENL teacher to smoothly push in in that class. The ENL teacher pushes in 1st grade, 4th grade and 5th grade classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ESL program focuses on the push-in/pull-out method. All ELLs in monolingual classes are being serviced by the ESL teacher. Students are grouped by language proficiency level (homogeneous) for the necessary amount of minutes and ELA instructional units as required by Comissioner's Regulations Part 154. Instruction is provided using different methodologies. A copy of her mandated services is provided to the Principal and she keeps attendance. The classroom teachers are also given a schedule that specifies the amount of State mandated minutes of each student. The schedule is posted in their classrooms. Entering and emerging ELLs receive 360 minutes of ESL services per week. Transitioning and expanding ELLs receive 180 minutes of ESL services per week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - Out of classroom teachers use a variety of strategies to support learning and clarify meaning.
 - During math, the teacher chorally reads math questions with ELLs, models how to solve word problems and encourages students to verbalize their explanations.
 - The Social Studies teacher scaffolds his instruction with visual aids such as maps, cartoons and illustrations to increase comprehension.

•Science teachers use the Foss Program. Scientific investigations provide opportunities for students to contribute their cultural experiences to hands-on explorations.

In differentiating instruction for ELLs, visual aids, pictures, graphic organizers and instructional charts are used to assist students throughout the lesson. Teachers utilize peer tutoring, buddy system, and partnering to support students with independent practice. Library books are available in all subject areas both in English and their native language.

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

Since 158K provides a stand alone ENL program, students are not assessed in their home language.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teachers of ELLs create classroom activities that require students to use language within two or more of the four modalities to help reinforce the concepts being emphasized. For example, writing helps some students improve their listening skills. In addition, by integrating all modalities in curriculum and instruction, teachers consider how students can be using language for a variety of purposes.

Moreover, cooperative learning is a form of evaluation. When students work together cooperatively, they speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing) and pulling together their ideas (writing) for later presentation (speaking/listening). Language modalities are integrated within lessons and assessments more formally, but also integrated informally to scaffold students' language production. For example, some creative modifications of the common "think – pair – share" activity structure maximize language use in all the modalities.

There are two commonly used informal methods: performance-based assessment and portfolio assessment. Both methods utilize typical classroom activities to measure progress toward curricular goals and objectives. These activities are monitored and recorded by teacher observation and student self-assessment. Performance-based assessments are based on classroom instruction and everyday tasks. Teachers of ELLs use performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios. These assessments can include both processes (e.g., several drafts of a writing sample) and products (e.g., team projects). Also, they use scoring rubrics and observation checklists to evaluate and grade their students. These assessment tools help document their ELLs' growth over a period of time. These assessments are ongoing throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

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

Plan for SIFE:

- .Utilize grade appropriate instructional support materials.
- .Create a PIP to focus heavily on literacy and math components.
- .Enroll in Rtl
- .Differentiate instruction in all areas.
- .MyOn-technology reading based literacy program.
- .Attend afterschool program.

Plan for Newcomers/Developing:

- .Tour school building to familiarize themselves with structure of school.
- .Place students in a print rich-environment classroom.
- .Establish a buddy system.
- .Participate in all extended day activities.
- .Provide immediate Academic Intervention Services.
- MyOn-technology reading based literacy program.

Plan for Long Term:

- .Small group instruction through Fountas & Pinnell Literacy Intervention.
- .Participate in Extended Day Seamless Program.
- .Response to Intervention services.
- .Differentiated instruction
- .MyOn-technology reading based literacy program.

Former ELLs:

- Chart**
- .Participate in Seamless Day Program that targets reading and writing two days per week.
 - .Continue to receive services for an additional two years.
 - .Monitored in all areas in order to differentiate instruction.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.
- The principal will provide additional support services to the student as defined in CR Part 154-2.3 (j).
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- These students receive their mandated service by ESL teacher as per their NYSESLAT result or LAB-R. The SETTS teacher and Speech teacher provide their services to these entitled students. The use of technology-based website, starfall.com, Wilson/Fudations programs are being utilized to accelerate English language development. Schedules of related services are compared to that they do not overlap. We share strategies. ESL teacher and SETSS provide attend training (workshops) and then turnkey to the teachers of ELLs. When students display rapid gains, meetings are conducted to discuss students’ progress and adequate placement in least restrictive environment that is conducive to the students’ academics and social needs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Related service providers share strategies. They provide and attend workshops. The information is then turnkeyed to teachers of ELLs. When students display rapid growth, meetings amongst the providers take place to discuss students’ progress and adequate placement in least restrictive environment that is conducive to the students’ academic and social needs. Also, ELLs with disabilities receive their required level of ELL services.

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

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

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

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



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

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

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

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

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

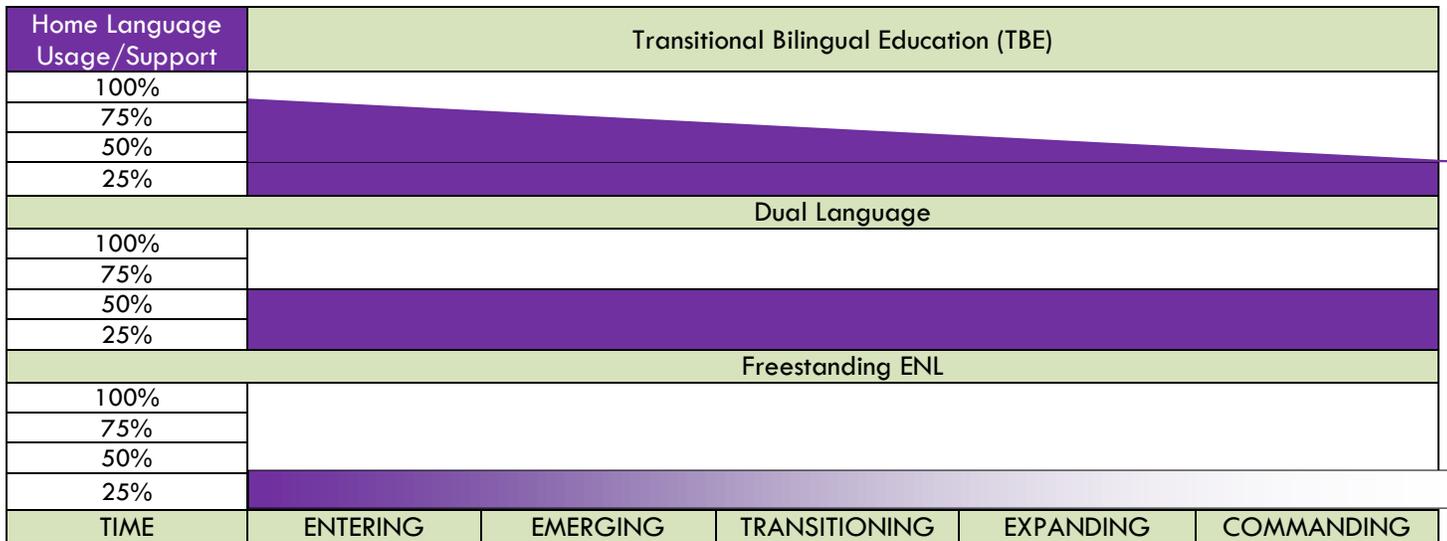


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs who are far below grade level will be pulled out for small group instruction by the content area teachers. These groups consist of no more than 5 students. Also ELLs and ELL-SWD participate in an ELL afterschool Tutoring Program which takes place Monday-Friday from 2:20-4:45 p.m.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ELL teacher uses The Fountas & Pinnell Leveled Literacy Intervention System (LLI). LLI is a small-group, supplementary intervention designed for children who perform below grade-level expectations in reading and writing. LLI serves those students who need intensive support to achieve grade-level competency through explicit instruction in reading, writing and word work combined with opportunities for increased language modeling and oral language development.
Assessment is an ongoing process in LLI and is tied to the Continuum of Literacy Learning, the instructional framework for the systems. Teacher maintains a reading record weekly for each student. Progress is managed and monitored through the Classroom Specific Management System, a computer-based resource that collects student data and reports results while aiding the teacher in making instructional decisions.
ReadyGen
12. What new programs or improvements will be considered for the upcoming school year?
A self-contained ENL class was created.
13. What programs/services for ELLs will be discontinued and why?
No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs are made available to the ELL population. They receive physical education, social studies, science, dance throughout the school week. ELLs participate in soccer, Karate and Morning Recreation Programs. They are given same notifications in parents' preferred language as the rest of school population. All bulletins from school or districts are disseminated in students' Native Language.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ReadyGen, Go Math, MyOn, Math Steps, Treasure Chest, Fountas & Pinnell, smartboard, laptops, Rosetta Stone, Bilingual dictionaries/glossaries, leveled libraries, Readinga-z, Pebblego.com, Bookflix.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our self contained ENL class, Native language is supported by peer translation, staff translation, use of translated glossaries and Bilingual dictionaries and content area books.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Placement for our ESL students are chosen based on the NYSESLAT proficiency levels. Their NYSESLAT proficiency level determines the mandated units per week. Then, students are grouped based on grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELLs are invited to tour the school building before the beginning of the school year. Parents have the opportunity then to ask questions on different programs and activities that are or will be offered at PS 158. The staff members who are involved in such activity is the school counselor (M. Pena-Herrera), parent coordinator (Pamela Easton), LAC (Lillian Ortiz-Cruz) and the ENL teacher (Y. Louis).
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers are provided with a common preparatory period and a 90 minute data block once a week for planning and conferencing. Mrs. Louis (ENL teacher) will attend monthly district ESL meetings hosted by ELL Director of student Services. Also, Mrs. Louis meets with teachers of ELLs to analyze individual student's progress.

The professional development offered is not limited to:

Schedule/Calendar:

Collaborative Inquiry Process	Mondays 2:20-3:00
Professional Learning	Mondays 3:00-3:45
LAP Team/Cabinet Meeting	Fridays: 1:35-2:20
Study Groups	Monthly ELL strategies
Analyzing Data	ELL Teacher Development (monthly)

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ELL Mentoring Period Tuesdays 10:00-10:45 a.m

-Comprehension for the Struggling ELL students.

-Differentiation in classrooms with ELLS.

Curriculum Mapping for ELL students.

Guiding Reading/Vocabulary development, Fluency and Comprehension

Language Acquisition Development

Phonics and Phonemic Awareness

As per Jose P., all teachers will receive the 7.5 hours of ELL training throughout the year on effective push-in strategies. These sessions will include but not limited to compliance issues, identification process of ELLs, testing accommodations and strategies in supporting ELLs in their classrooms. Special Education teachers will receive 10 hours of ELL training. Agendas and attendance are maintained by Mrs. Louis (ENL provider).

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To assist ELLs to transition from elementary to middle school, the Bilingual Guidance Counselor, Maritza-Pena-Herrera, provides information and materials that address various issues faced by ELLs to parents in preferred language. She helps them with social, behavioral and personal challenges. She guides parents and students by facilitating the selection and application process in choosing a middle school that best meets their child's needs. She helps them in writing their personal essay and aids them in evaluating their own abilities. She also hosts a middle School Fair. She invites different middle schools throughout the community to inform students about their choices of schools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

PS 158K ensures professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is geared to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The school maintains an agenda and attendance sheets on record in a binder titled ELL Professional Development.

C. Parental Involvement

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

PS 158K schedules informational sessions and administration of the April NYSESLAT exam with the parents or guardians of ELLs. Also, a session is held to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results and language development in all content areas. The Language Access Coordinator is available during these sessions. In addition, the following staff members are available for translation services; school counselor, social worker, school psychologist and CBO Coordinator.

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

At the annual individual meetings with ELL parents, attendance is taken and maintain in an ELL Folder of Critical Documents located in the Principal's Office and Parent Coordinator's Office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We address the needs of the parents by communicating in their native language. The Guidance Counselor is present at every meeting to translate for the parents of ELLs. We evaluate the needs of parents through surveys, Parent concern Forms which are located in the main office and during Parent-Teacher Conferences. A monthly calendar, as well as a school newsletter are sent to student's home in an effort to keep parents informed of current activities and upcoming events in the school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
PS 158K partners with the Grand Settlement Street Organization who continuously provides workshops for parents and parents of ELLs, trips and personal services such food stamps, counseling and healthcare
5. How do you evaluate the needs of the parents?
We evaluate the needs of parents through surveys, Parent concern Forms which are located in the main office and during Parent-Teacher Conferences.
6. How do your parental involvement activities address the needs of the parents?
Monthly calendars, as well as school newsletters are sent to students' homes preferred language, in an effort to keep parents informed of current activities and upcoming events in the school.

D. Additional Information

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

The implication for the school's LAP is to move the ELLs from Entering level into Commanding Proficiency.

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Ensure that adequate licensed personnel are delivering instruction as stipulated by Common Core Learning Standards and CR Part 154.
- Increase collaboration between content area and ENL teachers to create a more effective learning community.
- Evaluate data to become aware of the performance of each ELL.
- Provide opportunities for students to be involved in purposeful conversations during read aloud and text discussions.
- Incorporate all language modalities
- Ensure that teachers analyze student's data to identify strengths and weaknesses and then utilize the findings to drive instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs
- Ensure that the ENL teachers and teachers of ELLs collaborate to support rigorous instruction
- Implement a print rich environment
- Utilize the use of dictionaries/glossaries in classrooms of ELLs.
- Equip all classrooms with highly motivating leveled libraries.

School Name: The Warwick School**School DBN: 19K158**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Audrey Wilson	Principal		1/1/01
Shirley Harewood	Assistant Principal		1/1/01
Pamela Easton	Parent Coordinator		1/1/01
Yvette De La Rosa	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Erica Stang	Teacher/Subject Area		1/1/01
U. Munawwar	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maritza Pena Herrera	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Yvescarme	Other <u>ENL</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K158** School Name: **The Warwick School**
Superintendent: **Joyce Stallings**

Before you begin, please check the following:

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

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

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

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

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

All written communication and forms are translated into Spanish and distributed to parents in a timely fashion. We also have a school messenger system that we use weekly to call-out translated messages to spanish speaking parents. Our CBO staff will reach-out to parents daily to welcome and review weekly activities and events in spanish.

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

Parents preferred language is Spanish.

Part B: Creating a Communications Calendar

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

The Warwick School translates the following documents into spanish- Home Language Survey, continued entitlement/non-entitlement letters, placement letters, annual parent handbook, newsletters, school calendars, PTA & PTC announcements, trips, after-school program information, New York State testing dates, general overview of student curriculum, letters form the school leadership, report cards and progress reports.

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

At P.S. 158K, we have enough spanish speaking staff members that will serve as interpreters during these following meeting with spanish speaking parents. Teachers or interpreters will sit with parents during a face to face meeting, PTA, PTC, curriculum nights and progress report. Our attendance teacher and counselors speak spanish and are always available to make calls.

Part C: Providing Language Assistance Services

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

All parental meetings, workshops and forums will provide written material in the appropriate native language so that all parents will feel welcomed and comfortable enough to participate in the activities. Also all forms that are created by P.S.158K, including calendars, letters, newsletters and announcements, will be printed and distributed in the native language to our parents. These materials will be translated by qualified in-school staff and when appropriate by parent volunteers. The provision of appropriate native language materials, written and distributed as an equal part of the school's informational policy will allow all parents to feel more comfortable, valued and better informed so that they can be active partners in their children's educational process.

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

At P.S.158K, we have staff member to translate messages over the phone and speak to parents if they call with any concerns.

The school messenger translates our messages into spanish to parents about events, trips, calendar changes or reminders, attendance and any emergency weather reports.

Part D: Training Staff on Policies and Procedures

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

P.S.158K supervisors and LAC will meet with teachers during Professional Learning and go over policies and procedures having to do with in -house translation services and over the phone interpretation services. As well as going over procedures for translating documents, trip forms and parents notes.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S.158 will ensure that parents and guardians are provided with written notification of their rights in their native language at time of their child's registration in September and as needed throughout the school year. In-school staff and parent volunteers will be available to assist parents and guardians regarding translation and interpretation services. In addition to instructions on how to obtain such services. Signs indicating this information and where assistance may be obtained are posted in a prominent location upon entrance to P.S.158K.

As part of the school's safety plan, signs containing school visitors procedure will be posted in all home languages. Translated materials will be distributed as part of the home-school connection to ensure that all parents are fully informed. Additionally, if we exceed 10% of our students' home languages in other than English, we will obtain and post sign and forms from the Translation and Interpretation Units as required by this Chancellor's Regulations.

Part F: Monitoring and Quality Control

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

P.S.158K Language Access Coordinator, will monitor school environment to confirm the present of translated materials and posters.
During PTA & PTC parents will be asked to fill out parent survey about translated materials and

information received from the school and teachers. The School's CBO will also engaged parents and discuss how to improve communication with them.