2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 19K158
School Name: P.S. 158 WARWICK
Principal: LATISHIA TOWLES
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Elementary</th>
<th>School Number (DBN): 19K158</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 331900010158</td>
<td></td>
</tr>
<tr>
<td>Grades Served: Pre-Kindergarten - 5th grade</td>
<td></td>
</tr>
<tr>
<td>School Address: 400 Ashford Street</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 277-6116</td>
<td>Fax: 718 827 4300</td>
</tr>
<tr>
<td>School Contact Person: Arlene R. Baptiste</td>
<td>Email Address: <a href="mailto:ABaptiste@schools.nyc.gov">ABaptiste@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Latisha Towles</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Yvescarmel Louis</td>
<td></td>
</tr>
<tr>
<td>Parents' Association President: Ms. Victoria Gosine</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Jacqueline Charlton</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): N/a</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Makeda Peters</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 19</th>
<th>Superintendent: Dr. Thomas McBryde Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: P.S. 013 Roberto Clement School</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:TMcbryde@schools.nyc.gov">TMcbryde@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 240-2741</td>
<td>Fax: 718 240 2751</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>FSC:</th>
<th>Executive Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn North</td>
<td>131 Livingston Street Brooklyn, N.Y. 11201</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:BFitzge2@schools.nyc.gov">BFitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>718 935-3954</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
<tr>
<td>718 935-3954</td>
<td>718 935-2382</td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latisha Towles</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Addaline Centeno</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Victoria Gosine</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Thomasina Hunt</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Makeda Peters</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Charlton</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Krystal Gonzalez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Allyson Mith</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>LaToyaAnderson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Regina Pumphrey</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Audrey Martin</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Rufina Santiago</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>S. Christine Cameron</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of P.S.158K is to provide a collaborative environment between school and home and the community that will develop academic achievement, promoting critical thinking and support the social and emotional needs of our students.</td>
</tr>
</tbody>
</table>
P.S.158K is an elementary community school serving grades pre-K to fifth in the high-needs area of East New York, Brooklyn. We have about 66 families who live in temporary housing.

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 texting through kininvolved, letters, home visits and phone calls.

This year we have a few partnerships which are helping us achieve our school’s mission. We partner with City Year, and East New York Reads in which corps members work with students in grades three through fifth in small groups on literacy and math tasks. East New York Reads works with students in grades K-2 to support struggling readers. 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. In 2014, 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 Community School Director, who we hired through the grant, has spearheaded this initiative. We currently have on site a Mental Health Clinic, Outreach Worker, Community Engagement Coordinator, Social Workers, Program Coordinator 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.

As mentioned earlier, one of our school’s major strengths is creating a welcoming environment conducive to learning. We offer Literacy Workshops, field trips, holiday parties, and a variety of parent workshops through Grand Street Settlement. We also implement extracurricular activities for students in order to encourage good attendance and to get them excited about school, such as holiday dances, a co-ed basketball team, soccer, and a step team. The Parent Coordinator also runs a talent show performed by students. Also the students perform in productions throughout the year.

Teacher collaboration is also a strength, as we have a 45-minute block of time set aside each week for teachers to meet, look at student work, and plan common-core aligned units of study. We also have professional learning sessions on Monday afternoons, in which teachers engage in varied activities to improve their craft.

We will continue our initiatives to help to remove barriers for students and families, that limit success. We have an on-site mental wellness clinic to support our families in partnership with Interborough Developmental and Consultation Center. We will continue our partnership with East New York Reads, to promote literacy skills for early childhood 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 continue to 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. Also we have an increasing number of students reading below grade level in the lower grades. Using small group instruction with a focus on guided reading and close reading, we try very hard to bring these students up to grade level performance.

One more challenge we face is maintaining our level three students and challenging our above level students. We are deepening our work with our on-level and above level students this year to ensure that they are challenged and that they too make continual progress.

<table>
<thead>
<tr>
<th>3. Describe any special student populations and what their specific needs are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have many students in temporary housing.</td>
</tr>
<tr>
<td>New admits who enter our school mid-year, and are often two grade levels below.</td>
</tr>
<tr>
<td>We have an increasing number of students reading below grade level in the lower grades.</td>
</tr>
<tr>
<td>Above level students who need greater challenge.</td>
</tr>
<tr>
<td>Students with disabilities make up 19% of our population.</td>
</tr>
<tr>
<td>8% of students are English Language Learners.</td>
</tr>
<tr>
<td>Students in need, especially those in temporary housing. In September we provide school supplies for these students. Each November, staff donates food so that the needy families in our school, some of whom live in temporary housing 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to 2016-2017 elements of Framework for Great Schools, the most progress were made in the areas of supportive environment and strong family and community ties.</td>
</tr>
<tr>
<td>Through our partnership with Interborough Developmental and Consultation Center 30 students are now receiving counseling services. Teachers have become more aware of the emotional needs of the students and have provided referral services as needed. The social worker through Grand Street Settlement created support groups for students who need additional support such as boys and girls student groups. We have added an Asthma Case Manager who support families with students who are afflicted by chronic asthma. So far she has supported 14 families.</td>
</tr>
<tr>
<td>Through our partnership with Grand Street Settlement, many of our students and families were serviced through academic programs, expanded learning time, health services, mental health services, and attendance mentoring. Through our partnership with East New York Reads lower grade students benefited from one on one reading instruction. Parent Workshops were held monthly on a variety of topics to help families develop successful students.</td>
</tr>
</tbody>
</table>
Based on the state math test, another accomplishment is that our scores improved by 7%. We were also able to close the achievement gap for our English Language Learners and Special Needs populations.

P.S.158 K, The Warwick School for the school year 2018-2019 will continue to work collaboratively with all our stakeholders to improve the quality of instruction through small groups in English Language Arts and Mathematics that promotes critical thinking. Furthermore, we will continue to improve 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.
### School Demographics and Accountability Snapshot for 19K158

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>589</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>101</th>
<th># SETSS (ELA)</th>
<th>11</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>102</td>
<td># SETSS (Math)</td>
<td>1</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### # of Visual Arts | 21 | # Music | 26 | # Drama | # CTE |

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>88.0%</th>
<th>% Attendance Rate</th>
<th>90.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>85.9%</td>
<td>% Reduced Lunch</td>
<td>0.8%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>9.2%</td>
<td>% Students with Disabilities</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

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

| % American Indian or Alaska Native | 1.9% | % Black or African American | 48.6% |
| % Hispanic or Latino | 46.7% | % Asian or Native Hawaiian/Pacific Islander | 12% |
| % White | 1.5% | % Multi-Racial | 2.0% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 0.25 | # of Assistant Principals (2016-17) | 2 |
| % of Teachers with No Valid Teaching Certificate | 2% | % Teaching Out of Certification | 14% |
| % Teaching with Fewer Than 3 Years of Experience | 2% | Average Teacher Absences (2014-15) | 7.7 |

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

| ELA Performance at levels 3 & 4 | 29.8% | Mathematics Performance at levels 3 & 4 | 29.9% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 87% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

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

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

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

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

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

##### Elementary/Middle School

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

- 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 | ALL STUDENTS | NO |

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

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

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

- American Indian or Alaska Native | N/A | Black or African American | 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 | ALL STUDENTS | YES |

##### High School

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

- American Indian or Alaska Native | N/A | Black or African American | N/A |
- Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
- White | N/A | Multi-Racial | N/A |
- Students with Disabilities | N/A | Limited English Proficient | N/A |
- Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

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

- American Indian or Alaska Native | N/A | Black or African American | N/A |
- Hispanic or Latino | 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 | ALL STUDENTS | N/A |

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

- American Indian or Alaska Native | N/A | Black or African American | N/A |
- Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
- White | N/A | Multi-Racial | N/A |
- Students with Disabilities | N/A | Limited English Proficient | N/A |
- Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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 continue to use teaching strategies that will provide multiple entry points such as guided reading and close reading strategies. As per our instructional focus we will continue to engage our students in guided reading and close reading instruction allowing pedagogues the opportunity to meet the needs of all learners and increase literacy achievement school wide. These strategies engage all learners and encourage students to self-check for understanding and self-assess through rubrics.

Part 2 – Annual Goal

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

By June 2019, 100% of teachers will incorporate differentiated instruction in small groups that will result in 100% of students increasing two or more reading levels as measured by Fountas and Pinnell (K-2) and MClass (3-5) running record data. By June 2019, all teachers will incorporate differentiated instruction in small groups that will result in 100% of students increasing one or more levels in math as evidenced by the GoMath end of year assessment.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept.– June 2019</td>
<td>ULit Coach(K-2), ELA Coach and Supervisors</td>
</tr>
<tr>
<td>Specialized Teachers</td>
<td>Sept.– June 2019</td>
<td>RTI Team, IEP Teacher, SETTS Teacher, ELA Coach, ULit Coach, Guidance Counselor and Supervisors</td>
</tr>
<tr>
<td>Parents, Sept.– June 2018</td>
<td>School Librarian, Parent Coordinator, Community School Director, ULit Coach</td>
<td></td>
</tr>
</tbody>
</table>

All Grade level teacher teams will participate in continued learning in guided reading and close reading during scheduled Monday Professional Learning sessions. Teachers will continue to use data from running records and other assessments to implement and improve small group lessons and differentiated instruction.

Specialized Teachers will meet in a study group to discuss small group intervention, the role of assessment and implication of RTI. Teachers will be using assessment to monitor students' progress (3D).

PTA, Parent Coordinator, & CBO will share strategies with parents about motivating students to read outside the classroom. Parents and CBO will support our literacy initiative by reinforcing our guided and close reading strategies, as well as attending workshops that will deepen their knowledge and understanding.

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.

### 3b – Parent and Family Engagement

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

School wide events 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. Events will be held monthly by the Parent Coordinator, Librarian, and other school partners. Teachers will also inform parents of student progress during Parent Engagement Time, progress reports and quarterly report cards.

### 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, Paraprofessionals, literacy coach, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent & Community School Director.

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

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

Part 5 – Progress Monitoring

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

By February 2019, 100% of all students will show growth by increasing at least one or more reading levels as evidenced by F&P and MClass running record assessment. By February 2019, 100% of students will show growth by one or more levels in math as evidenced by GoMath mid year assessment.

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

By February 2019, students will complete two cycles of running record assessment as evidenced by F&P and MClass. Furthermore, students will complete their GoMath midyear assessment.

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

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

### Part 1 – Needs Assessment
Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Based on data from our community schools surveys, forum, and C.B.O.’s current data collection on services provided, we have identified that our school population requires a high level of social, emotional, and mental health support. During the 2017-2018 school year, 100 students received mental health services at our school. In partnership with Inter-borough Developmental and Consultation Center we will continue to service students in our on site center. In addition to the mental wellness center, students will continue to receive support from the school guidance counselor and C.B.O. social worker who will monitor and support students as needed.

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

By June 2019, 100% of students identified for social emotional and mental health support will receive services. Student selection will be based on observations, portfolios, trends and attendance.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| All teachers will submit a list of students in need of social, emotional, and mental health support by November 2018. | Teachers | Sept.– June 2019 | Grand Street Settlement, Supervisors |
| Specialized Teachers will also identify students in need of social, emotional, and mental health throughout the year. | Students & Parents | Sept.– June 2019 | Grand Street Settlement, Supervisors |
| Parent will receive information through workshops, Kinvolved, fliers, and 1:1 consultations, about available social emotional and mental health services. | Parents | Sept.– June 2019 | Parent Coordinator and Grand Street Settlement |
| Parents will be given timely feedback about students’ referral to the services. | Parents | Sept.– June 2019 | Grand Street Settlement |

**3b – Parent and Family Engagement**

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

Parent will receive information through workshops, Kinvolved, fliers, and 1:1 consultations, about available social emotional and mental health services monthly. The Parent Coordinator and Grand Street Settlement staff are the key personnel responsible for engaging families and keeping them up-to-date.

**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, Paraprofessionals, Supervisors, Students and Specialized Staff, S.L.T. members, P.T.A. representatives, Parent & Community School Director from Grand Street Settlement, School-based support team and Inter-borough Developmental and Consultation Center |

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
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<td>Other</td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

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

During the months of January and February 2019, C.B.O. data will be used to identify how many children have been serviced based on referral forms collected from teachers. The progress of the students being serviced will be reviewed based on professional observations of the support staff. This will help us to establish progress towards meeting the specific goals established by each group.

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

Supervisors and C.B.O. will be monitoring the services provided by the mental health clinic with C.B.O. service data.

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

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

Part 1 – Needs Assessment

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

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

Based on the Chancellor’s Equity and Excellence initiative we have integrated departmentalization in grade 5. This enables teachers to plan strategically within their areas of expertise. This system affords students the opportunities to rotate classes and work closely with teachers in a specific content area or to refocus on a skill deficit. Teachers, service providers, and daily tutors plan together in order to work with students based on need, hence, providing them with strategic instructional and/or social emotional support for individualized success. Additionally, this adult-to-student ratio in classrooms provides students with daily small-group instruction that results in improved academic outcomes. The sense of independence the students will get from changing classes will prepare students for their new middle school environment.

Part 2 – Annual Goal

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

By June 2019, 100% of 5th grade teachers will incorporate differentiated instruction in small groups that will result in 100% of students increasing in one or more reading levels as measured by MClass running record data. By June 2019, 100% of 5th grade teachers will incorporate differentiated instruction in small groups that will result in 100% of students increasing in one or more levels in math as measured by the GoMath end of year assessment.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>All teachers will conduct study groups during Professional Learning that will incorporate teacher resources, and CCLS to support a greater understanding of curriculum alignment to data and meeting the needs of all students.</td>
</tr>
<tr>
<td>Specialized Teachers will be progress monitoring and setting goals for certain students. They will be meeting with fifth grade teachers and sharing their goals and action plan for accelerating student learning.</td>
</tr>
<tr>
<td>Parent Coordinator, supervisors, and teachers will discuss progress reports with fifth grade parents during PTA meetings, parent workshops, and parent teacher conferences.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

School wide events informing fifth grade parents of student progress and achievements where students are awarded for special merits such as, writer of the month, student of the month and honor roll. Parent Coordinator, supervisors, and teachers will discuss progress reports with fifth grade parents during PTA meetings, parent workshops such as, and parent teacher conferences.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources: Parents, Teachers, Para Professionals, Supervisors, Students and Specialized Staff, SLT members, PTA representatives, Parent &amp; Community School Director.</td>
</tr>
<tr>
<td>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</td>
</tr>
<tr>
<td>Tax Levy</td>
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</tbody>
</table>

**2018-19 CEP**
Part 5 – Progress Monitoring

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

By February 2019, at least 50% of all 5th grade students will show growth by increasing one or more reading levels as evidenced by MClass running record assessments. By February 2019, at least 50% of all 5th grade students will show growth by one or more levels in math as evidenced by the GoMath mid year assessment.

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

MClass running record assessment data. GoMath Beginning of Year Assessment, Middle of Year Assessments.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
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</tbody>
</table>

Based on our 2018 PPO, the school needs to improve on monitoring teacher practice and assessing the effectiveness of instructional strategies being implemented and providing timely feedback to teachers. These strategies should be focused and monitored for the improvement of all students. Supervisors should meet with each teacher to monitor his/her progress during benchmark periods and document this information in a centralized system.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes</td>
<td>By June 2019, administration will observe 100% of teachers to monitor teacher practice in 1a - Demonstrating Knowledge and Content and Pedagogy and 1e - Designing Coherent Instruction. This will be measured by teachers’ observations with lesson plans and timely feedback and the increased level of student performance on Measures of Student Learning in grades K through 2 and on the NY State Assessments.</td>
</tr>
<tr>
<td>and school performance that addresses this element of the Framework</td>
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<tr>
<td>for Great Schools–Effective School Leadership. Your goal must be</td>
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<tr>
<td>responsive to the identified priority need(s) indicated in Part 1,</td>
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<tr>
<td>and be written as SMART—Specific, Measurable, Achievable, Relevant,</td>
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<tr>
<td>and Time-bound.</td>
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</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |  |  |
| Administrators will meet with teachers two times a year to review data and student progress to assess the effectiveness of instruction and give teachers feedback on their practice. | Teachers | Sept.– June 2019 | Supervisors |
| School Leadership Team, during monthly meetings, will advise parents about curriculum and effectiveness of instruction. | Parents | Sept.– June 2019 | Teachers, Supervisors on School Leadership Team |
| Teacher teams will meet weekly for their professional learning groups to implement strategies to enhance student’s learning (including ELL and students with disabilities) as well as using assessments and data to drive instruction. | Teachers, students | Sept.– June 2019 | Supervisors, Data Specialist, Specialized Teachers |
| Teachers will be in constant communication with parents about their child’s progress and learning through Kinvolved, progress reports, report cards, parent conferences and telephone conferences. | Parents | Sept.– June 2019 | Supervisors, Teachers |

### 3b – Parent and Family Engagement

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

School Leadership Team, during monthly meetings, will advise parents about curriculum and effectiveness of instruction. Teachers will be in constant communication with parents about their child’s progress and learning through Kinvolved, progress reports, during parent engagement time, parent conferences, telephone conferences and report cards.

### 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 & Community School Director.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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</table>
Part 5 – Progress Monitoring

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

By February 2019, Supervisors will have met at least once with each teacher to discuss teacher practice and student progress.

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

Advance Database

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

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

Part 1 – Needs Assessment

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

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

Based on school parent surveys, P.T.A. 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. According to school attendance and lateness data, it is evident that students are missing a lot of instruction and this will become a barrier to learning. We must inform parents as to the importance of attendance and being punctual. As a result, we are working with Grand Street Settlement as our C.B.O. to implement a more productive and active program to motivate parent participation and engagement in our school. At our Community School Forum, parents voiced the need for support in homework help, especially in math. We will implement a homework help workshop series to better equip parents to help their children at home.

Part 2 – Annual Goal

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

By June 2019, we will show a 5% increase in our parent engagement activities supported through the school. This will be measured by P.T.A. attendance. We will increase the number of parents who attend workshops and parent empowerment activities by implementing monthly workshops on different topics to help parents support their children at home.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students &amp; Parents</td>
<td>Sept.– June 2019</td>
<td>Supervisors, CBO, Teachers</td>
</tr>
<tr>
<td>SWD students and parents, ELL students &amp; parents</td>
<td>Sept.– June 2019</td>
<td>Supervisors, I.E.P., E.S.L. and R.T.I. teachers</td>
</tr>
<tr>
<td>Parents &amp; Community Members</td>
<td>Sept.– June 2019</td>
<td>C.B.O. Community School Director &amp; Staff</td>
</tr>
</tbody>
</table>

**CBO, Supervisors, and teachers will continue working with the mental health clinic in order to service families in need.**

**Specialized Teachers will meet with parents to engage them in conversation and survey needs to determine the needs of SWD, high need students, and ELL students and provide Academic Intervention Services, After School services and programs.**

**PTA/SLT, CBO, and teachers will work together to implement monthly parent workshops and other parent engagement activities such as "Family literacy night," "Taste for the Test," Family Fun Night etc. Supervisors and CBO will advertise Parent Engagement activities through signs, Kinvolved and call-outs.**

**School Leadership Team and CBO will create a safe space where the Community School Director will be able to gather information from families and analyze their needs in order to provide services needed.**

### 3b – Parent and Family Engagement

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

Grand Street Settlement, City Year, East New York Reads, Interborough Developmental and Consultation Center

### 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.

CBO, Grand Street Settlement

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

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

2018-19 CEP
Part 5 – Progress Monitoring

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

By February 2019, we should see an increase of 3% or more in parent participation in parent engagement activities. We will collect attendance sheets from all parent activities and analyzing participation patterns and involvement to assess the growth in the area of parent involvement.

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

PTA will collect and review sign-in sheets for PTA monthly meetings and workshops, along with teachers’ parent engagement logs, and Kinolve data.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>BOY DIBELS &amp; T.R.C. Scores, BOY MOSL Scores, &amp; N.Y.S.E.L.A. Scores</td>
<td>Harcourt Story town Intervention, Harcourt Trophies Intervention, Fountas &amp; Pinnell Intervention System Foundation Wilson System</td>
<td>$Small group intervention (5-7 students)</td>
<td>Services are provided during school (30-45 minutes)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BOY Math Unit Test Scores, GoMath Pre-Test, &amp; N.Y.S. Math Scores</td>
<td>Math Steps, GoMath, Continental Press: Finish Line Math</td>
<td>$Small group intervention (5-7 students)</td>
<td>Services are provided during school (30-45 minutes)</td>
</tr>
<tr>
<td>Science</td>
<td>Science Pre-Test, &amp; Science Unit Test</td>
<td>$Scott Foreman Science</td>
<td>$Small group intervention (5-7 students)</td>
<td>A.I.S. (30-40 minutes)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies Pre-Test &amp; Unit Test</td>
<td>Social Studies: McGraw-Hill Continental Press: Social Studies</td>
<td>$Small group intervention (5-7 students)</td>
<td>A.I.S. (30-40 minutes)</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Mandated Students, Students with I.E.Ps, Referrals by Teachers, Independent Programs</td>
<td>$Small group intervention (5-7 students)</td>
<td>$Services are provided during school (30-45 minutes)</td>
<td></td>
</tr>
<tr>
<td>Referrals by Parents, and at student’s request for support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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


#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| The Warwick School has 66 Students in Temporary Housing. |

2. Please describe the services you are planning to provide to the STH population.

   The school will be providing the following services based on student needs and requests by parents or teachers.

   The services are after-school tutorial, attendance monitoring and home visits, dental services, eye & vision exams, distribution of free eye wear, clothes, coats, book bags, school uniforms, school supplies and school trips.

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| N/A |

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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.

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount
each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td><strong>480,479</strong></td>
<td></td>
<td>§Section 5A, 5B, 5C, 5D &amp; 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td><strong>107,766</strong></td>
<td></td>
<td>§Section 5A, 5B, 5C, 5D &amp; 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td><strong>12,366</strong></td>
<td></td>
<td>§Section 5A, 5B, 5C, 5D &amp; 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td><strong>0</strong></td>
<td></td>
<td>§Section 5A, 5B, 5C, 5D &amp; 5E</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td><strong>3,826,256</strong></td>
<td></td>
<td>§Section 5A, 5B, 5C, 5D &amp; 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

---

**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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**Support for Parents and Family Members of Title I Students**

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;

Parental Involvement and School Quality

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

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

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

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

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

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

● maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and Grand Street Settlement and City Year will also serve as a liaison between families. The Parent Coordinator in collaboration with Grand Street 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 in collaboration with Universal Literacy Coach with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening i.e., parent empowerment time on Tuesdays 2:30-3:30pm to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

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

Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

● developing and distributing school information via Kinvolve and Skedula designed to keep parents informed about school activities and student progress;

● providing school 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)

P.S.158K, The Warwick School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting 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 Metro Cards for parents in need of transportation.
- 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;

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>● 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);</td>
</tr>
<tr>
<td>● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;</td>
</tr>
<tr>
<td>● supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</td>
</tr>
</tbody>
</table>

| 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;

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CS provides academic tutoring and parent workshops on providing academic support at home and how to support students with different learning needs. In addition, the CS provides health and mental health services, which include an SBMHC, in-class yoga and meditation, student counseling support groups, vision and dental screenings, asthma case management, and teacher trainings for supporting classroom management and understanding student triggers and stressors. The CS also offers various family support services, such as benefit screenings, housing assistance, and employment assistance referrals. Having an array of in-house services and referrals to community partners has helped reduce the percentage of chronically absent students, therefore increasing the amount of instructional time students receive. As of June 28, 2018, the number of chronically absent students in school year 2017 - 2018 was 6% higher in comparison to school year 2016 - 2017.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: By June 2019, 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%.</td>
</tr>
<tr>
<td>Goal 2: By June 2019, 99% of our students and families will be engaged, serviced and supported by different programs provided through the CS.</td>
</tr>
<tr>
<td>Goal 3: By June 2019, we will increase the number of parents who attend workshops and parent engagement activities to 15%.</td>
</tr>
<tr>
<td>Goal 4: By June 2019, 90% of students who need social emotional and mental health support will receive services. Student selection will be based on teacher observation, attendance data, and academic portfolios.</td>
</tr>
<tr>
<td>Goal 5: By June 2019, we will reduce overall chronic absenteeism by 3% compared to school year 2017 – 2018.</td>
</tr>
</tbody>
</table>

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s) – in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness – support your academic goals for students?
**Goal 1:** The CBO will host and support school wide events where parents will be informed 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. Events will be held by the CBO in collaboration with the Parent Coordinator, Librarian, and other school partners. Teachers will also inform parents of student progress during weekly Parent Engagement Time and through progress reports.

**Goal 2:** Data from parent engagement events and student participation in ELT, academic, and health services will be tracked in the data sorter. Correlations between student services/interventions will allow the CS to address trends in student attendance and academic performance.

**Goal 3:** In school year 2017 - 2018, we had 31 parent engagement events and an average of 65.8 parents attend. In addition to Parent-Teacher Conferences, forums, and parent workshops, we will implement monthly workshops titled “Teach Me Tuesdays” where grade teachers will work in teams to hold monthly parent trainings on unit topics to help parents support their children at home. “Teach Me Tuesdays” resulted from parent feedback at our Community School Forum, where parents voiced the need for support in homework help, especially in math.

**Goal 4:** Based on data from our community schools surveys, forum, and CBOs current data collection on services provided, we have identified that our school population requires a high level of social, emotional, and mental health support. During 2017-2018, 260 students received mental health services at our school. In partnership with Interborough Developmental and Consultation Center we will continue to service students at our SBMHC. In the past year we have increase the caseload of students seen by the SBMHC by increasing the days of operation from 4-5 days per week. In addition to the SBMHC, students will continue to receive support from the school guidance counselor and CBO social worker who will monitor and support students as needed.

**Goal 5:** 215 out of the 460 students we have attendance data for from SY 17-18 have improved or maintained their attendance percentage in SY 17-18. Students who improved attendance increased their attendance between 1% and 77%. Of the 163* students we do not have data for from SY 16-17, 84 (52%) were not chronically absent in SY 17-18. 79 out of the 127 (62%) students were chronically absent. *We do not have data for these students because they transferred to our school from another country, are Pre-K students, or Kindergarten students who were not enrolled in Pre-K during SY16–17. As of June 27, 2018, the percentage of chronically absent students in SY18-19 decreased by 4% in comparison to SY17-18. Reducing the overall percentage of chronic absenteeism will support our ELA and Math Student Achievement target goal.

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**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a.** Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Category</th>
<th>Audience</th>
<th>Programs</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| ELT/ Enrichment   | All Students | · Compass Explore Soccer  
· City Year  
· Healthy Kids  
· SITC  
· Morning Recreation  
· Girls Scouts  
· Boys Scouts  
· MBK Program  
· Reading Partners  
· BK Historical Society | By June 2019, 99% of our students and families will be engaged, serviced and supported by different programs provided through the CS. |
| Health            | All Students | · Vision Screenings  
· Dental Screenings | By June 2019, 99% of our students and families will be engaged, serviced and supported by different programs provided through the CS. |
| Mental Health     | All Students | · SBMHC  
· Non-mandated Counseling  
· Mandated Counseling  
· Student Support Groups  
· In-class Yoga | By June 2019, 90% of students who need social emotional and mental health support will receive services. Student selection will be based on teacher observation, attendance data, and academic portfolios. |
| Parent Engagement | All Students | · Workshops: East NY Reads, Teach Me Tuesdays (Math & ELA), Family Reading Nights, Asthma workshops, Health workshops  
· Parent & Student centered events: Culinary classes, Maker Fairs, | By June 2019, we will increase the number of parents who attend workshops and parent engagement activities to 15%. |
<table>
<thead>
<tr>
<th>Academic Supports</th>
<th>Community Volunteering, Benefit Screening Services (SNAP, Housing, Insurance)</th>
<th>By June 2019, 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%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>· K- 2 ELL students</td>
<td>· K-2 ELL students</td>
<td>-CBO Tutoring (ELL &amp; K-5)</td>
</tr>
<tr>
<td>· 3rd grade level 1 – 2 students</td>
<td>-City Year after school</td>
<td>-City Year after school</td>
</tr>
<tr>
<td>· Level 2 &amp; 3, 3 – 5th grade students</td>
<td>By June 2019, we will reduce overall chronic absenteeism by 7% compared to school year 2018 – 2019.</td>
<td>By June 2019, we will reduce overall chronic absenteeism by 7% compared to school year 2018 – 2019.</td>
</tr>
<tr>
<td>Attendance</td>
<td>All Students</td>
<td>By June 2019, we will reduce overall chronic absenteeism by 7% compared to school year 2018 – 2019.</td>
</tr>
<tr>
<td>· Reduce the number of chronically absent students in grades PK, K, &amp; 1. These grades have the highest number of chronically absent students (47% - 52% of students). Next year, we will continue to target these students by sending monthly student profiles home. We include attendance data material, commend students who maintain high or improve their attendance. The expectation is for parents to track their child’s attendance closely and be able to identify correlations between attendance and student performance when they meet with teachers.</td>
<td>Attendance</td>
<td>All Students</td>
</tr>
<tr>
<td>· Have one-on-one meetings with parents once students reach 5</td>
<td>Attendance</td>
<td>All Students</td>
</tr>
</tbody>
</table>
unexcused absences (excused absences are those the school has received documentation for). We will provide individualized support services to address attendance issues for families. If attendance improvements are not made and students reach 10 absences, we will ask our District Attendance Teacher to step in for support. It has been a trend when our Attendance Teacher steps in, families make attendance improvements.

· We will continue to monitor grade and class attendance improvements on a monthly basis. We will incentivize improvements with grade-wide pizza parties and class ice cream parties.

· On a quarterly basis we will have family attendance trips for students who maintain 100% attendance YTD or make improvements.

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will leverage the following funding streams to achieve our SMART goals:

1) United Way AIDP - CBO Community Schools funding
2) DYCD Compass Explore funding
3) City Year Budget
4) East NY Reads funding

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. P.S. 158 has partnered with Grand Street Settlement since 2014, to provide wrap-around services including counseling, medical services, and academic tutoring to meet the needs of our students as well as their families. The Community School Director (CSD), who was hired at the beginning of our partnership, has spearheaded this initiative. We currently have on site a Mental Health Clinic, Outreach Worker, Program Coordinator, Social Worker, Success Mentor, After School Program Coordinator, Tutors, Activity Specialist, and Group Leaders to address the needs of students and families, with the purpose of supporting our entire school community.
Our CSD works closely with the school administration to coordinate services and activities that best support the school's needs. The CSD sits in on school cabinet meetings, SLT, and PTA meetings. At these meetings the CSD is able to assess administrative, teacher, and parent needs and priorities. In addition to participation in school level leadership meetings, the CSD organizes two forums to conduct a mid-year and end of year asset and needs assessment. Parents and teachers come together to build communication, address school improvements, and highlight school successes. In addition, stakeholders are given the opportunity to provide feedback at all community events. At P.S. 158 Warwick the assets and needs assessment process is ongoing.

2. The CSD and CBO staff will work closely with the school administration, teacher, and parents to identify individual student needs. Based on administrative and/ or teacher referrals, students will be assigned to either an ELT or health or mental health service. Parent’s seeking services will be asked to meet with a CBO staff member for an intake meeting. At intake meetings, a full assessment will be made to identify whether there are services that not only the student that attends our school can receive in-house, but how we can support the entire family (benefits screenings, adult education, work readiness, family therapy, and outside health services).

At attendance team meetings, CST meetings, and PPT meetings school-wide data will be used to identify gaps in services, review attendance data for students receiving services, and which populations of students would benefit from ELT, health, or academic services. As a follow-up, CBO staff will make phone calls to families of target students to encourage daily attendance, receive updates, and remind families of the support services available to them at the school. In addition to reviewing the progress of target students, new students who present needs will be examined. At the end of each meeting student interventions will be reviewed and delegated to the appropriate CBO or school staff. initiating new meetings, student progress and updates will be shared by assigned school or CBO staff.

All ELT services are coordinated before and after the instructional day. Health and mental health services are scheduled with teachers and the school administration to assure that students are not missing key instructional time. Student lunch times are also a key time when students are pulled for student support groups. When providing outside referrals for mental health services we refer families to New York Psychotherapy and Counseling Center, with whom our CSD and Social Worker have a close partnership. Due to this close partnership, our families are made a priority and are able to schedule appointments during after school hours and on the weekend.

3. We will focus on building trust to create stronger family and community ties through parent outreach initiatives, our parent classroom leadership program, “Teach Me Tuesdays,” trips and workshops. Through counseling, health care, translation, higher education and housing services we will continue to encourage parents to visit the school and seek guidance. We will also provide in-school benefits screenings. Family trips and parent workshops will allow school staff to build a relationship with families, and in turn encourage them to participate in Community School Team meetings.

CBO Staff will do outreach to engage parents and inform them of the services and programming available to assist them and their children. Parent workshops will focus on finance, behavior management, mental health, child safety, and education. In providing workshops for parents in-house we will build communication and trust with parents. In addition, workshops will be made available to parents at times that are convenient for them attend. CBO are also
made available to assist parents who require translation in Spanish. Translation services will be available to parents during parent teacher conferences and PTA meetings where ELA and Math curriculum and programs are discussed. CBO staff will also support continuous school programming that encourages parent involvement in student learning such as family reading nights, summer reading initiatives, test preparation meetings, and IEP meetings.

Targeted students’ academic performance will be reviewed on a monthly basis by CBO staff. After speaking to teachers, cluster teachers, and specialist. CBO staff will either call parents or request a meeting to provide parents with updates and possible supports if needed for student academic or behavioral improvement. After school tutors will provide HW help and enhance reading and math that is done during the school day.

4. The Principal, AP, CSD, guidance counselor, dean, parent coordinator, social worker, outreach worker, SBMH clinician, and asthma case manager will participate in weekly attendance team meetings. Attendance team meetings will take place every Friday at 1 pm. The data sorter will be used to analyze School-wide attendance data to identify individual student, and grade and class attendance interventions needed to increase attendance and reduce lateness. Individual student interventions will include but not limited to the following: In-school one-to one or group counseling, outside referrals to mental health clinics or health clinics, home visits, and enrollment in an academic or enrichment service.

### Part 4 – Community School Partnerships Oversight

#### Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

1. The CSD and other CBO staff work closely together with City Year, East NY Reads and Interborough Developmental and Consultation Center to provide students and families with year round in-school services.

**Attendance and Parent Engagement:** City Year provides attendance and academic intervention services to students in grades 3 - 5. The CSD and CBO staff work closely with City Year to improve attendance tracking of students who arrive to school late, provide a welcoming school environment with morning chants, and collaborate on family engagement and attendance improvement events together. These events included: Attendance Improvement Dance, Family Literacy Carnival, and WinterFest.

**Parent Engagement and Academic Enrichment:** East New York Reads works with students in grades K-4 to support struggling readers. They also mentor children who have challenges with behavior. CBO staff and East NY Reads work together to share strategies with parents about motivating students to read outside the classroom. Parent Workshops were held monthly on a variety of topics to help families develop successful students. At workshops parents learned about our literacy initiative and given resources to reinforce our guided and close reading strategies to deepen parent’s knowledge and understanding. The CSD, CBO staff, and Parent Coordinator will continue to work closely with East NY Reads to promote parent workshops and increase the number of parents participating in monthly workshops.

**Mental Health, Attendance, and Parent Engagement:** Through our partnership with Interborough Developmental and Consultation Center 30 students have received clinical counseling services. Teachers have become more aware of the emotional needs of the students and have provided referral services as needed. With the addition of the SBMHC we have been able to make great strides. More than half of the students on the caseload improved their
attendance this school year. 14 out of the 30 students improved attendance by 1% to 7% in comparison to the last school year. For 2 out of the 30 students, we do not have data for the previous school year, since these students were not enrolled in school. For 7 out of 30 students, attendance remained the same as the previous school year. 7 out of the 30 students had decreases in attendance, mainly due to housing and financial instabilities that arose this school year.

The clinician’s ability to build close relationships with parents and participation in spreading the message of high attendance leading to academic improvement has led to increases in her student caseload attendance. Also, prior to having the SBMHC, students were referred to an outside clinic. This caused student to miss days of school once a week. In addition, parents would keep students home whenever there was a behavior problem that arose in school. Being serviced by the SBMHC has given parents a sense of security that students are gaining the tools necessary to self-calm and improve negative behaviors, hence sending students to school regularly. For SY 18-19, we maintain the clinician’s caseload at 30 students being that the clinician’s is there 5 days a week.

2. Community School Team Members

Audrey A. Wilson- Principal
Shirley A. Harewood- Assistant Principal
Victoria Gosine- PTA President
Latoya Anderson- Parent
Isha Dotson- Parent
Elsa Ramroop- Parent
Pamela Easton- Parent Coordinator
Zara Ziff- Teacher
Jacqueline Charlton- Teacher
Judy Morales- Teacher
Shoyan Gordon- Teacher
Yvette De La Rosa- Teacher
Wendy Diaz- Social Worker
Fadira Rivas- SBMHC Clinician
Diandra Gay- Asthma Case Manager
Yamilex Garcia- Program Coordinator
Community School Team meetings will take place once a month. At meetings we will discuss attendance data, plan and organize parent engagement opportunities, and invoke parent and teacher feedback to encourage school improvement initiatives. Meetings will be organized by the CSD with the support of the Principal. The CSD will create meeting agendas, send email and calendar reminders to CST members, send monthly reminders to all parents via Kinvolved to engage more parents in CST meetings, and take notes to provide follow-up at the next month’s meeting.

3. The student data sorter is used on a daily basis by the CSD to review student attendance data. The data sorter allows the CSD to identify gaps in student services and identify which interventions students and parents can participate in to encourage increases in attendance and in turn academic achievement. For the past 2 years the data sorter has allowed the CSD to track ELT, health & mental health interventions, and academic supports. 99% of students during the 2016 - 2017 and 2017 - 2018 school year participated in an intervention. For the 2018 - 2019 school year, our goal is for 99% of students to participate in an ELT, health & mental health, or academic support service.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The Grand Street Settlement Community School program model is composed of a team of staff that each contribute to meeting the needs of the community school. Every staff member is responsible for implementing and monitoring ELT activities, health and mental health services, academic interventions and implementing attendance improvement initiatives.

The CSD is responsible for collaborating with the principal, SLT, and CST to implement and manage year round programs and activities that will promote student achievement and stronger family and school ties.

Outreach Worker- The outreach worker is responsible for tracking student attendance, managing the success mentoring program, and attendance incentive programs. In addition, the outreach worker will initiate and maintain regular and suitable relationships with high-risk families via home based services and work collaboratively with community resources to establish timely and effective referrals for in-house and community resources.

Program Coordinator-Identify academic, medical, and mental health interventions necessary to support students. The program coordinator will work closely with the outreach worker to identify community partners to support the school’s needs. In addition, work closely with families and school staff to support parent skills, parent-child relationships, family relationships, and parent-school communication.

Social Worker- Provide non-mandated students with one-on-one counseling and families with guidance and support services. The social worker will advocate on their behalf to ensure students and their families gain access to the necessary mental health support services needed to succeed academically. The social worker will collaborate with
school faculty regarding progress of Individualized Education Program students, English Language Learner students, students living in transitional housing, and students with attendance issues.

Tutors - Provide homework help and small group tutoring for students after school. The tutor will track students' academic progress and implement academic interventions to support students.

<table>
<thead>
<tr>
<th>Part 4c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing: With the exception of the CSD and Program Coordinator, all Community School staff will be hired by September 2017. The Social Worker, Outreach worker, and Tutors will support until June 2018. The CSD and Program Coordinator will support Community School programming year round (School year and Summer).</td>
</tr>
</tbody>
</table>

Community School Team Meeting Dates and Times:

- September 29th, 2017 @ 3pm
- October 19th, 2017 @ 3pm
- November 15, 2017- Thanksgiving Forum
- November 16, 2017 @ 3pm
- December 21, 2017 @ 3pm
- January 18, 2018 @ 3pm
- February 15, 2018 @ 3pm
- March 16, 2018 @ 3pm
- April 19, 2018 @ 3pm
- May 10, 2018 @ 3pm
- May 23, 2018- Community School Forum
- June 14, 2018 @ 3pm

<table>
<thead>
<tr>
<th>Part 4d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

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

Total # of ELLs to be served:

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

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

Total # of teachers in this program:

# of certified ESL/Bilingual teachers:

# of content area teachers:
Through Title III funds, our enrichment and supplemental extended day program will provide extra instructional time to students in grades K-5. The focus of this program is to provide additional opportunities in ELA for ELL students in order to improve their language development and reading comprehension skills.

Analyzing the NISITELL, NYSESLAT and the ELA State exams, our students do not meet adequate academic progress to achieve mastery in order to make Adequate Yearly Progress and AMAO. 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 of the NYSITELL and NYSESLAT. Data below indicates students’ level of proficiency.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitional</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The students will be served in groups of 15. Each class consists of 15 students. Instruction will be provided twice a week (Wednesdays and Thursdays) from 2:25-4:25 p.m for Grades 3-5 and Grades K-2 will be serviced on Wednesdays only. This program commences on December 5th, 2018 and will end on April 4th, 2019 for a total of 74 hours of instruction.

The language of instruction will be English for ELA. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with phonics awareness, basic decoding skills, fluency and vocabulary development.

There are 3 certified teachers. One teacher holds a bilingual license whereas the other teachers hold an ENL license. The teachers will be working together to collaboratively plan for the delivery of instruction.

Materials:
- Finish Line ELA Math for English Language Learners
- Fountas & Pinnell Leveled Literacy Intervention is designed to be used with small groups of children who need 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 all level of proficiencies with vocabulary suitable for their level of language acquisition.
**Part B: Direct Instruction Supplemental Program Information**

Small groups are used to practice and reinforce skills at the student’s level of proficiency. In addition to the LLI, Iready will be utilized in grades 3-5.

**Part C: Professional Development**

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

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

Begin description here: ______

Rationale: To ensure that our ELL students receive quality instruction, prior to the start of the program, the Title III teachers will attend in-house professional development. Classroom teachers are invited to meet with the Title III teachers to discuss strategies that will be utilized to assist the English Language Learners. The PL sessions will take place throughout the school year.

Training: The Title III teachers, Yvescarmel Louis, Yvette De La Rosa, Omanda Hernandez will meet with Ms. Y. Robertson (Literacy coach K-2) and Mrs. Carla Jennings (Literacy Coach 3-5), to analyze student data and to determine the instructional and assessments needs of the ELLs who will be participating in the ENL Title III program. We will use various data to develop strategic planning to monitor students’ progress.

There will be training at the program’s cost for the participating teachers on November 28th and November 30th, 2018 from 2:25-4:25 p.m.

Records: All teachers participating in the Title III Program will be asked to sign an attendance sheet prior to each PL session. Agendas will be distributed at the start of each meeting and copies of these records will be maintained in the PS 158’s Title III Binder.

Topics:
- Data Analysis for effective planning
- Literacy Coaches
- Strategies to Help Beginning ELLs meet the Common Core- Y. Louis ENL Teacher
- Myon- Integrating Literacy through Technology- Jacqueline Charlton Librarian
- Guided Reading 3-5 Literacy Coach C. Jennings

The PD collaboration will provide the teachers with insight to make any necessary adjustments to teaching and 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
## Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

---

**Rationale:**
In order to maintain the continuation of learning at PS 158K for all our ELLs in the Title III Program, parents and guardians will be invited to three informational sessions. The invitation letter will be sent a week prior to the first session. The letter will be sent to parents in English and Spanish. The first session will take place on November 20th, 2018 from 2:30-3:00 p.m. This informational session is to provide an overview of the Title III curriculum to parents. This will present parents with an insight into the curriculum offering them an opportunity to be engaged 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. Moreover, parents will be encouraged to enroll their children, keep up with their attendance. Mrs. Y. Louis, Mrs. Y. De La Rosa, O. Hernandez along with the Parent Coordinator, Pamela Easton, will lead the sessions.

**Records:**
All invitations sent to parents will be in their preferred languages. Parents are required to sign-in and the agendas are given at the start of each session. These records will be maintained in the PS 158's Title III Binder.

**The second session will take place before the administration of the NYSESLAT and the State Exams.**

In addition, a NYSESLAT workshop will be offered to parents of ELLs on Friday, March 22nd, 2019 from 2:25-4:00 p.m. The ENL teacher (Yvescarmel Louis) will distribute 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.

The final session will be the annual Parent Meeting which will take place on April 5th, 2019 at 2:30-4:00 p.m. The parents will be invited to discuss and celebrate the progress of their children's success.

Out of the three workshops, only two of the workshops will be at cost of the program. All of the parents will be notified in their preferred language; Spanish. The Community Based Organization Grand Street Settlement at PS 158K will be there to support. For the two parents who speak Arabic, telephone interpretation will be available.

At no cost to Title III funds, the following parent coordinator's workshops will be offered to the all parents including the parents of ELLs. All information and activities will be presented in Spanish.

**October: Welcome New Families and Returning Families**
- 10/2/18 @ 8:30 Room 104
  - Coffee and conversation with the Principal
- 10/11/18 @ 8:30 Room 102A

**November: "The New Math-Is It Really New?"**
- 11/08/18 @ 8:30 a.m.-Library
  - Coffee and conversation with the Principal
- 11/20/18 @ 8:30 Room 102A

**December: "What is Guided Reading and how can I help my child?"**
- Tues. 12/04/18 @ 8:30-Library
Part D: Parental Engagement Activities

January: "How can I help my child who is (SWD or ELL)?"
   1/15/19 @8:30 a.m.-Library
   Coffee and conversation with the Principal
   1/29/19 @8:30 Room 102A

February: Coffee and conversation with the Principal
   2/14/19 @8:30 Room 102A
   Honor Roll Ceremony
   2/28/19 @ 9:00 a.m.-Auditorium

March: Coffee and conversation with the Principal
   3/14/19 @8:30 Room 102A
   Taste of the Test
   3/27/19 @ 8:30 a.m.-Commons

April: Coffee and conversation with the Principal
   4/11/19 @8:30 Room 102A
   The role of the PTA in the school
   4/16/19 @8:30 a.m. -Library

May: Coffee and conversation with the Principal
   5/16/19 @8:30 Room 102A
   Bullying-Know the Sign
   5/23/19 @ 8:30 a.m-Room 104

June: Summer Slide
   6/4/19 8:30 a.m Room 106
   6/13/19 Coffee and Conversation with the Principal 8:30-Room 104

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allocation Amount: $
### Part E: Budget

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

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>2. Must be supplemental.</td>
</tr>
<tr>
<td>4.</td>
<td>N/A</td>
<td>4. Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

N/A indicates not applicable or not applicable in this context.
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>19</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>158</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>The Warwick School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Latisha Towles</th>
<th>Assistant Principal</th>
<th>Arlene Baptiste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach Y. Robertson</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Yvescarmel Louis</td>
<td>School Counselor</td>
<td>Maritza PenaHerrera</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Erica Stang/Science</td>
<td>Parent</td>
<td>Victoria Gosine</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>U. Munawwar</td>
<td>Parent Coordinator</td>
<td>Pamela Easton</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>K. Peterson</td>
<td>Field Support Center Staff Member</td>
<td>Tatyana Ulubabova</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Thomas McBryde</td>
<td>Other (Name and Title)</td>
<td>Carla Jennings/Data Spec.</td>
</tr>
</tbody>
</table>

**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 not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| 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 not currently teaching in the ENL program | 1 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 1 |

**D. Student Demographics**

| Total number of students in school (excluding pre-K) | 479 | Total number of ELLs | 40 | ELLs as share of total student population (%) | 8.35% |

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

This school offers (check all that apply):

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

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

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

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - Formative assessments/curriculum-embedded assessments use to guide instructional planning for ELLs are:
     - Fountas and Pinnell (K-2)
     - *MClass Running Records (3-5)
     - NYSITEL
     - Conferencing notes
     - Performance Tasks
     - Weekly Assessments
     - Peer/Self Assessments

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Summative assessments used to identify baseline, progress and areas of need are: *NYSITELL
   *BOY F&P
   *BOY MClass*NYC Performance Tasks

4. What structures do you have in place to address interventions once the summative data has been gathered? Flexible grouping within the classrooms, AIS, City Year Program.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   *NYSESLAT*ELA/Math State exams
   *Science State exam*RLAT*RFSI*RNMPS 158K uses the EDAT which is a tool that allows schools to download 3 ATS reports. It then provides us a summary of our school’s status and students’ achievement and progress. The EDAT also allows us to target instructional programs to accelerate achievement among both ELLs and non-ELLs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? In September, the data specialist, ENL teachers gather and analyze the data using the L2rpt. Then, the results are discussed and we develop an action plan that targets the ELLs’ needs. This data is used as a guide for teachers and administrators to provide targeted differentiated instruction. In turns, this data is then shared with teachers of ELLs in professional learning sessions.

## Part IV: ELL Programming

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      PS 158K offers a Freestanding English as a New Language push-in and pull-out methods as per CR Part 154.2 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 (heterogeneously). The set-up allows the ENL teacher to smoothly push in without interfering with the class academic routine. Students receive the required periods of ENL based on
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 ENL program focuses on the push-in/pull-out method. All ELLs in monolingual classes are being serviced by the ENL teacher. For the Standalone ENL, students are grouped by language proficiency level (homogeneous) for the necessary amount of minutes and ELA instructional units as required by Commissioner’s Regulations Part 154. Instruction is provided using different methodologies. A copy of my mandated services is provided to the Principal and the ENL teacher has the students sign in during each session. 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. Commanding and students who receive a 3 or 4 in ELA and score a proficiency score on the NYSESLAT are scheduled for alternative pathways to monitor students' progress.

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 techniques to support learning and clarify meaning. During math, the teacher reads math questions aloud 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. The Science teacher uses Amplify which blends digital experiences with hands-on lessons that inspire students to think like scientists and engineers to solve real-world problems. 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. Only the Spanish LAB is administered to those who are eligible upon registration.

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

   Plan for Sife:*Guided Reading*Utilize grade appropriate instructional support materials.*Create a PIP to focus heavily on literacy and math components.*RtI*Differentiate instruction in all areas.*MyOn-technology reading based literacy program.*Attend afterschool program.*Use of Bilingual Dictionary Plan for Newcomers/Developing:*Guided Reading*CBO After School Program for ELLs*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.Learning A-Z*Use of bilingual Glossary/Dictionary 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:* *Participate in Seamless Day Program that targets reading and writing two days per week.* *Small group learning* *Individualized targeted learning* *Project-based learning* *Monitored in all areas in order to differentiate instruction.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   The use of technology-based website, starfall.com, Wilson/Fundations, readinga-z, Myon programs are being utilized to accelerate English language development. In addition, scaffolding, building prior knowledge and opportunity to engage in meaningful conversations and discussions are being used.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Related service providers share strategies by attending professional learning workshops. The information is then turned over 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. ELLs with disabilities receive their required level of ELL services. To achieve their IEP goals, lessons are planned using the goals from the IEPs and then are aligned with the standards. Also, teachers use UDL (Universal Design for Learning) to develop instruction that addresses the needs of our ELL students with disabilities.

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   01 classes were created to make pushing-in more conducive.

10. If you had a bilingual program, what was the reason you closed it?
    The bilingual program was discontinued due to low enrollment.

11. 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, throughout the school week. ELLs participate in soccer. They are given the same notifications in parents' preferred language as the rest of school population. All bulletins from school or districts are distributed in students' Native Language.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    PS 158K uses a variety of materials to enhance language acquisition: *Ready* *Go Math* *MyOn* smartboard, laptops, *Bilingual dictionaries/glossaries,* *leveled libraries,* *Readinga-z, Pebblego.com, Bookflix.* *Leveled Literacy Intervention*

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In the ENL model, Native language is supported by peer translation, staff translation, use of translated glossaries and Bilingual dictionaries and content area books.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Placement for our ENL 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. All required services correspond to ELLs’ ages and grade levels. All the ELLs have access to laptops, Ipads as an integral part on a daily basis. Entering and Emerging are given manipulatives, visuals and hands on activities. Expanding and Commanding students are given challenging texts and tasks to encourage oral language.

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

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

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. Penaherrera), parent coordinator (Pamela Easton), and the ENL teacher (Y. Louis).

17. What language electives are offered to ELLs?
N/A

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

Professional Development and Support for School Staff

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

In supporting ELLs as they engage in the Common Core Learning Standards, PS 158K offers all personnel at the school:*A process for integrating teachers’ understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.* Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible. *Guidance on how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement. *Understanding and appreciating students’ different cultural backgrounds. *Addressing academic, social emotional and behavioral needs*Language Acquisition Development All Teachers of ELLs:*Fundations*Guiding Reading/Vocabulary Development, Fluency and Comprehension*Analyzing Student Data (NYSITELL/NYSESLAT,*EDAT*Deepening knowledge, understanding and application of Second Language Acquisition*Strategies for struggling readers*Looking at Student work*Addressing academic, social emotional and behavioral
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Professional Development for ENL Teacher
50% of the total hours of PL are ELL specific for ENL teachers
15% of the total hours are for all teachers is ELL targeted.

The ENL teacher attends monthly meetings facilitated by District ELL Compliance specialists. The information from the meetings is turn-keyed to the pedagogical staff.

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.

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?

Parental Involvement for Parents of ELLs: At the beginning of the school year, teachers meet with parents or guardians of newly enrolled English Language Learners to welcome them to our school community and the neighborhood. At our first Open House in September, we discuss the types of assessments students will partake in throughout the school year. Teachers will also meet with the parents during conferences, orientations and scheduled meetings which take place on every Tuesday during the Parent Engagement time. These meetings will inform the parents about their child's language development in all content areas. Meetings are held in parents' preferred language using the on-site interpreters.

In addition, PS 158K schedules informational sessions and administration of the April NYSESLAT exam with the parents or guardians of ELLs. These sessions 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 Coordinators (Pamela Easton, Maritza Penaherrera) are available during these sessions. The following staff members are available for translation services; school counselor, social worker, school psychologist and CBO Coordinator.

In May, another annual meeting with parents is scheduled to discuss promotional criteria and the summer enrichment programs which are available.

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

The newly enrolled parents of the ELLs are provided with orientations sessions to inform about the ELL programs that are available. Our community based organization (Grand Street Settlement) continuously provides workshops to parents regarding job fairs, health care, child care, food stamps, counseling and other services. In May, another annual meeting with parents is scheduled to discuss promotional criteria and the summer enrichment programs which are available.

Our Parent Coordinator, Pamela Easton, holds many parent workshops throughout the school year to engage parents in the education of their children.

*Coffee with Principal Towles (Monthly)*PTA meetings-conducted in both English and Spanish*Newsletters-English and Spanish*Warwick Day-Field Day*"Taste of the Test"- Parent Orientation of State assessments*June Award Assembly*Monthly PTA Award Ceremony
### 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.

n/a
Part V: ELL Identification Attestation

Principal Certification

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

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

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latishia Towles</td>
<td>Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Arlene Baptiste</td>
<td>Assistant Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Pamela Easton</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Yvescarmel Louis</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Victoria Gosine</td>
<td>Parent</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Erica Stang</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>U. Munawwar</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Y. Robertson</td>
<td>Coach</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Maritza Pena Herrera</td>
<td>School Counselor</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Dr. Thomas McBryde</td>
<td>Superintendent</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Tatyana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td></td>
<td>Senior ELL Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirley Harewood</td>
<td>Other Assistant Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Carla Jennings</td>
<td>Other Data Specialist</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K158  School Name: The Warwick School  Superintendent: Dr. Thomas McBr

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela</td>
<td>Easton</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Maritza</td>
<td>Penaherrera</td>
<td>Guidance Counsel</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

   The HLIS are given to the parents at registration. The data is collected from the RCPL and RAPL ATS reports. The reports indicate the parents’ preferred written and oral language for communication. The Emergency Contact card is another tool we use to ask parent’s preferred language.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish.English</td>
<td>584</td>
<td>77.45</td>
<td>582</td>
<td>77.19</td>
</tr>
<tr>
<td>Spanish</td>
<td>160</td>
<td>21.22</td>
<td>161</td>
<td>21.35</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>6</td>
<td>0.8</td>
<td>6</td>
<td>0.8</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>0.53</td>
<td>4</td>
<td>0.53</td>
</tr>
</tbody>
</table>

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

Spanish

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 158K Newsletter</td>
<td>Monthly</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>After-School Program</td>
<td>Sept. thru Nov.</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>Report Cards</td>
<td>Nov. /Mar. /June</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Monthly</td>
<td>School-Based Personnel</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conference</td>
<td>Nov. and Mar.</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>As needed</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>Parent Workshop</td>
<td>Monthly</td>
<td>School-Based Personnel</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Every Tuesday</td>
<td>School-Based Personnel</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
In the event of a school emergency, parents will be called by an official or school based personnel that speaks the parent's preferred home language to receive direction or update on their student's status.

Part C: Training Staff on Policies and Procedure

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

The Principal and the Language Access Coordinator will share the goals, information and resources with the staff during orientation meeting September 6, at the beginning of the school year, as well as monthly meetings.

Part D: Providing Notice of Language Assistance Services

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

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

P.S.158 will ensure that parents and guardians are provided with written notification of their rights in their preferred 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 E: Monitoring Provision of Language Services

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

P.S.158K Language Access Coordinator, will monitor school environment to confirm the present of translated materials and posters.

During P.T.A. & P.T.C. parents will be asked to fill out parent survey about translated materials and information received from the school and teachers. The School's C.B.O. will also engaged parents and discuss how to improve communication with them.