



HELEN KELLER -11X153

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X153
ADDRESS: 650 BAYCHESTER AVENUE
TELEPHONE: 718 904 5550
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 153 **SCHOOL NAME:** Helen Keller

SCHOOL ADDRESS: 650 Baychester Avenue

SCHOOL TELEPHONE: 718 904 5550 **FAX:** 718 904 5564

SCHOOL CONTACT PERSON: Edward Kern **EMAIL ADDRESS:** EKern@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Edward Kern

PRINCIPAL: Veronica Goka

UFT CHAPTER LEADER: Judy Hall

PARENTS' ASSOCIATION PRESIDENT: Theodore James

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Veronica Goka	*Principal or Designee	
Judy Hall	*UFT Chapter Chairperson or Designee	
Theodore James	*PA/PTA President or Designated Co-President	
Stacy Fernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Edward Kern	SLT Chairperson	
Heather JnBaptist	Assistant Principal	
Olivia Williams (Alternate)	Assistant Principal	
LaTechia Reddick	Teacher	
Carmen Verola	Paraprofessional	
Cappie Gaillard	Parent	
Johnnie Rosenthal	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Name	Position and Constituent Group Represented	Signature
Stephanie Grier	Parent	
Janet Allen-Smith	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Helen Keller School (P.S. 153) serves approximately 600 students in kindergarten through fifth grade. It is one of the barrier-free elementary schools within the District 11. There are about 125 students enrolled in the New York City Gifted and Talented Program and 130 students who are receiving various Special Education services. The collaborative staff consists of a Principal, two Assistant Principals, Literacy Coaches, a Data Specialist, Math Coach and other professionals consisting of teachers, guidance counselors, therapists and paraprofessionals.

While the majority of the students are African-American there are several other ethnic groups represented from the Caribbean, Africa, Asia, Latin America, and the Middle East. We are participants in the Universal Free Lunch Program.

It is our vision that our children become independent, critical thinkers, problem solvers and life long learners. The Gifted and Talented Program and Renzulli's Learning foster every child's learning styles. The Arts play a pivotal role in developing the whole child. The arts are integrated into classroom learning experiences in addition to our partnerships with the New York City Ballet, Dancing Classrooms a Project of the American Ballroom Theatre Company and the Bronx Arts Ensemble. The students are able to display their talents throughout the year in various celebrations within the school community.

P.S. 153 is committed to keeping parents informed as active participants in the school community. The Parent Coordinator conducts several parent workshops a year. Parent Orientations, Open Houses, monthly newsletters and Family Nights have also improved communication in addition to our school website (www.153HelenKeller.org). We have a partnership with Bronx-Lebanon Hospital that provides outside counseling for our families. The objective is to screen for any potential mental health concerns that may affect a child's behavior, emotions or learning, and offer other services as needed. Some parents are trained as Learning Leader Volunteers. Relevant issues are discussed during School Leadership Team meetings, where parents serve as members along with other staff.

The Child Study Team (CST) has been significant in monitoring at risk students. Members meet weekly to target interventions for students, and to re-evaluate programs and strategies to assess their effectiveness. Those students with Individualized Education Plans (IEPs) receive mandated services including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) classes, instruction in self-contained classes and related services.

In order to meet the diversified needs of the students, we have included a variety of academically enriched activities that enhance the curriculum. Every year the Oral History Project affords the children the opportunity to experience the past in order to shape the future. Poetry Week is not merely a celebration of poetry, but an exploration of the hidden poet in all children. The competitive edge-of-your-seat excitement prevails during Math Bowl Games, where students recognize there is more than one way to solve a problem. Additional academic contests are the Continental Math Contest, Word Master and the Olympiads which challenge all of our students. All activities span the content areas and reflect individual learning styles. For example, the Science Fair and Robotics not only address the subject of science, but also incorporate math, language arts, art and

public speaking. Students are challenged academically and are inspired to make a social difference. The Saint Jude Math-A-Thon and Peer Tutoring create an atmosphere of caring and giving throughout the school. This year we are exploring the Common Core State Standards so students with the knowledge and skills they need to succeed in college and the work force.

P.S. 153 Reading and Writing Workshop is balanced literacy based. We create and implement grade, class, group and individualized Smart Goals as a means of monitoring, evaluating, and analyzing the effectiveness of instruction across all subject areas. We have implemented a web-based reading program on our school web-site called TumbleBooks. Students are able to log on at school and home to read and complete follow-up activities.

We were identified as a Title 1 school in 2009-2010 based on the formula that was used to determine students who receive free lunch. As a schoolwide Title 1 school, we are able to serve our students allowing them to participate in remedial/enrichment activities.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 153 The Helen Keller School				
District:	11	DBN #:	11X153	School BEDS Code:	321100010153

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.1	94.5	TBD		
Kindergarten	64	60	66						
Grade 1	94	93	92						
Grade 2	105	95	94						
Grade 3	117	102	95						
Grade 4	117	102	111						
Grade 5	106	112	110						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	00	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	9	7	26						
Total	599	580	594						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	79	68	67	Principal Suspensions	15	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	23	35	33	Superintendent Suspensions	0	0	TBD		
Number all others	28	26	27						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	17	9	14	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	7	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	53	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	24	25	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	11	11	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	.5	1.4	1.7	Percent more than two years teaching in this school	70.2	75.5	TBD
Black or African American	63.4	60.0	56.1	Percent more than five years teaching anywhere	56.1	64.2	TBD
Hispanic or Latino	26.0	25.2	27.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.8	5.2	5.2	Percent Masters Degree or higher	77.0	85.0	TBD
White	4.2	4.0	4.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	98.0	TBD
Multi-racial							
Male	51.1	50.5	49.3				
Female	48.9	49.5	50.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	81.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

NEEDS:

According to the 2010 Learning Environment Survey, only 58% of the Parents responded to the survey. This is a drop from the prior year 2008-2009 by 11%. Parents and teachers agree that parental participation needs to improve.

The percentage of students at proficiency level in ELA dropped from 80% in 2008-2009 to 50.2% in 2009-2010. This decrease is also reflected in the median student proficiency from 3.29 in 2008-2009 to 3.03 in 2009-2010.

In Mathematics the percentage of students at proficiency level dropped from 90.7% in 2008-2009 to 65.8% in 2009-2010. This decrease represents the median student proficiency from 3.79% in 2008-2009 to 3.30% in 2009-2010.

Based on the Teacher Survey in Spring 2010 and teacher observation reports, there is a need to differentiate Professional Development for the teachers.

Due to the implementation of the Common Core State Standards there is a need to ensure alignment to the school's Curriculum Maps.

ACCOMPLISHMENTS:

- Child Study Team meets weekly to target academic interventions for students. Programs and strategies are revisited periodically to assess effectiveness and changes as needed.
- Wilson Foundations, Wilson Program are used for additional interventions
- Inquiry Target Groups have shown overall ELA gains
- Each grade has one common planning periods per week which are utilized for Inquiry and professional development. Student data is analyzed during these periods and teachers set goals for instruction.
- Parent Coordinator conducts workshops to enhance parental involvement
- Improved communication with parents as a result of parent orientations, open houses, monthly newsletters, Family Nights and the PS 153 school website

- District 75 students mainstreaming into General Education classes
- Renzulli Learning introduced to all staff and students
- Establishment of Out-of-School Time with Mosholu-Montefiore to support working parents while providing academic intervention and the Arts
- Private contributions have supported our Arts program
- Identified as a School-wide Enrichment Model School
- New Library and Science Lab
- The number of hours for the Arts has increased student participation
- Celebrations of student accomplishments eg. Worlds Fair, publishing parties, performances, award ceremonies for all grades

AIDS:

- Professional Learning Teams were created across all grades.
- Continuation of Curriculum Mapping with a focus on cross curricular instruction.
- Web-based TumbleBooks reading program on school website
- Music in the Brain Program for K-2 students

BARRIERS:

- Due to budget cuts, we have been unable to provide consistent academic services for students at-risk.
- 27 new students have been admitted into Grades 3-5 since September 2010. This number represents about 12% of the students on our testing grades who did not receive early intervention services in our school. Most of these students have been identified by their teachers as very low performing in both ELA and Math.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- To increase the median growth percentile in ELA for all students from 59.0 in 2009-2010 to 65.0 by June 2011.
- By June 2011 100% of classroom teachers will receive differentiated professional development based on the results of the 2010 Teacher Professional Development Survey.
- By June 2011 100% of K-5 teachers will revise two units of the Curriculum Map to reflect alignment with the Common Core Curriculum.
- To increase the percentage of parent responses on the 2010-2011 Learning Environment Survey by 5% from 58% in 2010 to 63% by June 2011.
- To increase the median growth percentile in Mathematics for all students from 67.0 in 2009-2010 to 72.0 by June 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> To increase the median growth percentile in ELA for all students from 59.0 in 2009-2010 to 65.0 by June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> Baseline assessments administered in September 2010 will be used by teachers to determine initial levels of instruction for students in ELA Performance Series administered in November 2010 and March 2011 will be used by teachers to track students progress Teachers will differentiate instruction based on student needs and interests School wide Interim Progress Reports will be sent home in October 2010 and January 2011 to inform parents of the child’s progress Parent Workshops on various topics such as Common Core Standards, ARIS , using Renzulli and comprehension strategies will be conducted by Assistant Principals and Coaches bi-monthly Teachers will consistently analyze student work to determine instructional strategies Teachers will analyze independent reading levels monthly through running records for all students Teachers will provide enrichment activities to enhance learning for higher performing students School provides web-based TumbleBooks reading program on school website for students to access at school and at home Renzulli Learning and other instructional strategies to differentiate instruction. All teachers have identified students for Inquiry groups with targeted instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding teachers through per session funds with Title 1 Part A (ARRA) for academic intervention and enrichment • Purchase resources with Tax Levy funds • Provide texts based on student interests and levels for independent reading for classroom libraries • Using per diem funds to hire academic intervention teachers for students in Grades 2-5 • Inquiry funds will be used to pay per-session hours for teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing review of student assessment data and student work • Gains in student reading comprehension levels across all grades • Interim reports indicating student progress in October, January and May with specific gains • Increase of student performance on the 2010-2011 ELA

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Professional Development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011 100% of classroom teachers will receive differentiated professional development based on the results of the Spring 2010 Teacher Professional Development Survey .
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly Common Planning workshops will be provided by coaches and lead teachers for all teachers • Staff will be grouped based on needs for differentiation • Faculty Conferences provide professional development on specific areas • Best practices are shared amongst teachers during professional development periods • Instructional Rounds determine other areas of need • Revisit surveys in February 2011 to determine if needs are being met and ideas and strategies are being implemented in the classroom • Formal and informal observation reports are used to identify specific areas of improvement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Provide differentiated professional development for staff during Lunch and Learns and after school using Title 1 ARRA funds • Provide funding for professional development with per session funds • Provide resources using OTPS funds

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evaluation Sheet will be completed by staff after each session to determine effectiveness and next steps • Evidence of teachers using strategies shared during classroom visits and observations • Analyze follow-up Survey to determine effectiveness of professional development sessions

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011 100% of K-5 teachers will revise two units of the Curriculum Map to reflect alignment with the Common Core Curriculum.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers analyze assessments to align with the standards throughout the year • Teachers review the curriculum maps to ensure alignment throughout the year • Teachers will implement guided strategy lessons to differentiate instruction aligned with the Common Core State Standards throughout the year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional development to increase and implement CCSS using per session funds • Common Planning periods to discuss the implementation of the CCSS • Provide funding using Title 1 ARRA for additional professional development • Per diem to cover teachers who attend Network professional development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers using CCSS to plan for and differentiate instruction • One unit to be completed by all grades by February 2011 • Two units to be completed by all grades by June 2011

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> To increase the percentage of parent responses on the 2010-2011 Learning Environment Survey by 5 % from 58% in 2010 to 63% by June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> Principal includes the school community on important school issues during SLT and PA Executive Board meetings Increase the awareness of the PS 153 school website with links to provide information to staff and parents through Parent Newsletters and staff updates Flexible scheduling to allow parents to attend morning and evening workshops Create a class parent as a liaison Principal sends Monthly newsletter home to inform parents of school events School provides technology for parents to access links to surveys in the Parent Coordinator’s office Parent Association sends automated telephone messages to parents as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> Title 1 ARRA 1% Parent involvement funds will be used for Parent workshops on ARIS and other technology based learning links OTPS hardware funds will be used to purchase additional computers to complete Learning Environment Surveys

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Parent attendance sheets
- Training agendas and attendance sheets
- SLT agendas and attendance sheets
- Increased responses on Learning Environment Survey

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> To increase the median growth percentile in Mathematics from 67.0 in 2009-2010 to 72.0 by June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> Baseline assessments administered in September 2010 will be used by teachers to determine initial levels of instruction for students in Mathematics Performance Series administered in November 2010 and March 2011 will be used by teachers to track students progress Teachers will differentiate instruction based on student needs and interests School wide Interim Progress Reports will be sent home in October 2010 and January 2011 to inform parents of the child’s progress Teachers will consistently analyze student work to determine instructional strategies Teachers will provide enrichment activities to enhance learning for higher performing students Renzulli Learning and other instructional strategies to differentiate instruction AIS will be provided to at-risk students who have been identified by their teacher Supplemental materials will be used for additional instruction Best practices will be shared among the staff during Common Planning Enhance the Math Program with technology based intervention Parent Workshops on various topics such as Common Core Standards, ARIS, using Renzulli will be conducted by Assistant Principals and Coaches bi-monthly

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Provide funding for professional development with OTPS funds • Funding teachers through per session funds with Title 1 Part A (ARRA) for academic intervention and enrichment • Purchase resources with Tax Levy funds • Using per diem funds to hire academic intervention teachers for students in Grades 2-5 • Inquiry funds will be used to pay per session hours for teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional development agendas and attendance • Workshop agendas and attendance • Ongoing review of student assessment data and student work • Gains in student mathematics levels across all grades • Interim reports indicating student progress in October, January and May with specific gains • Increase of student performance on the NYS 2011 Mathematics exams

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	19	19	N/A	N/A	9	N/A	N/A	N/A
1	15	15	N/A	N/A	5	N/A	N/A	N/A
2	20	20	N/A	N/A	12	N/A	N/A	N/A
3	46	61	N/A	N/A	14	N/A	N/A	N/A
4	43	37	30	30	48	N/A	N/A	N/A
5	60	38	20	20	40	N/A	N/A	N/A
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>During the day, students were seen in small groups and provided extra help in Reading.</p> <p>Wilson Program – Program for phonemic awareness and decoding during the day with identified students</p> <p>Triumphs Program – Pull-out Program for fluency, comprehension, targeted students Grade 1-5 during the day/extended day</p> <p>After-School Study Center – Grade 2, 3, 4, and 5 students receive additional intervention/enrichment in ELA</p> <p>Coach/AIS Teacher - Pull Out Program for students identified by their teacher in Grades K-5.</p> <p>Truman H. S Tutoring Program Grades 3-5</p>
Mathematics:	<p>During the school day, students were seen in small groups and provided extra help in Mathematics</p> <p>Coach/AIS Teacher – Pull Out Program for students identified by their teacher in Grades K-5.</p> <p>Triumphs – Pull-out intervention program for identified students in Grades K-5.</p> <p>After-School Study Center – Grade 2, 3, 4, and 5 students receive additional intervention/enrichment in Mathematics</p> <p>Truman H. S Tutoring Program Grades 3-5</p>
Science:	<p>Students receive small group instruction during the school day /extended day with a focus on science concepts which have been immersed in the Literacy curriculum.</p>
Social Studies:	<p>Students receive small group instruction during extended day with a focus on DBQs, writing skills, and Social Studies content.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor provides non-mandated counseling sessions, one to one or in a small group. These sessions take place once or several times a week, as needed.</p>
At-risk Services Provided by the School Psychologist:	<p>N/A</p>

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

LAP Document attached separately

Section III. Title III Budget

School: 11X153

BEDS Code: 321100010153

Allocation Amount: N/A		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$ 518, 603.00	\$ 518, 603.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 5,186.00	\$ 5, 186.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: N/A

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The entire PS 153 school community believes that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. Students' lives are greatly influenced by their parent's involvement in education throughout their lives. In order to foster a love of learning and education and provide a nurturing environment we must maintain programs and policies that will allow the entire community to function as full partners. A copy of the School Parent Involvement Policy and the School-Parent Compact will be distributed to all parents in January 2011.

PS 153 commits to:

- 1. Creating on-going effective parent involvement activities aimed at improving student academic achievement and school performance**
- 2. Building the capacity for strong parental involvement through communication, collaboration and integration of parents into professional development**
- 3. Encourage parental involvement in planning stages of Title 1 programs**
- 4. Informing and explaining to parents the New York State Academic Achievement Standards, training materials, transportation, child care and community resources**

PS 153 shall accomplish these goals through the following:

- 1. Convening regular meetings such as General P.A. meetings, SLT, and meetings called by the Parent Coordinator in order to maintain open communication with the parents.**
- 2. Establishing consistent communication with the parents through letters, email, school website, newsletters and phone calls in other languages when needed. Such communications will be done through regular attendance of parent-teacher conferences, progress reports, and classroom visits.**

3. By providing the parents with a copy of this Parent Involvement Policy, in English and other appropriate languages.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 153 School Parent Compact

The Administration Agrees To:

- Shows respect for the entire school community
- Provide a clean, safe environment conducive to teaching and learning
- Encourage regular communication among staff, teachers, students and parents
- Communicate expectations and provide constructive feedback
- Provide meaningful opportunities for professional development
- Celebrate successes with the entire school community
- Encourage parent participation in school activities
- Give parents and students opportunities to participate in school governance
- Provide parents with information about all programs
- Clearly communicate student performance with assessment results
- Inform parents of all school policies and procedures.

Principal’s Signature

Date

The Teachers Agree To:

- Show respect for each child and their family
- Believe that each child can learn and reach their full potential by providing quality differentiated instruction
- Assign homework that is meaningful and appropriate to grade level
- Provide open lines of communication with the parents
- Provide each student with constructive and encouraging feedback while celebrating successes
- Communicate with the student and parent by providing clear expectations and regular progress reports

Teacher Signature

Date

The Students Agree To:

- Show respect for my classmates, teachers, principal, school staff, parents and myself
- Attend school regularly and be on time
- Believe that I can learn and will learn
- Come to school each day prepared to work and with all required supplies
- Always do my best at home and at school by completing all my assignments
- Complete and return my homework on time and ask for help when I need to
- Take pride in my work and my school
- Work cooperatively with my classmates and obey school rules
- Respect school and community property
- Read at least 30 minutes every day
- Bring home all information received from school everyday

Student Signature

Date

The Parents Agree To:

- Show respect for my child, his/her teacher and the entire school community
- See that my child attends school regularly and on time
- Support and model positive attitudes toward school by showing interest in my child's education
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher
- Keep apprised of all academic and behavioral expectations
- Reinforce respect for school rules
- Provide a specific time and a quiet place for my child to complete homework
- Review completed homework assignments to check for understanding
- Attend all parent-teacher conferences and participate in school activities and events
- Seek out opportunities to volunteer at my child's school
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Parent's Signature

Date

The Helen Keller School



Public School 153

650 Baychester Avenue
Bronx, NY 10475
Tel: (718) 904-5550
Fax: (718) 904-5564



Veronica Goka
Principal

School Parental Involvement Policy

The entire P.S. 153 school community believes that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. Students' lives are greatly influenced by their parent's involvement in education throughout their lives. In order to foster a love of learning and education and provide a nurturing environment we must maintain programs and policies that will allow the entire community to function as full partners.

P.S. 153 commits to:

1. Creating on-going effective parent involvement activities aimed at improving student academic achievement and school performance.
2. Building the capacity for strong parental involvement through communication, collaboration and integration of parents into professional development.
3. Encourage parental involvement in planning stages of Title 1 programs.
4. Informing and explaining to parents the New York State Academic Achievement Standards, training materials, transportation, child care and community resources.

P.S. 153 shall accomplish these goals through the following:

1. Convening regular meetings such as *General P.A. meetings, SLT, and meetings called by the Parent Coordinator* in order to maintain open communication with the parents.
2. Establishing consistent communication with the parents through letters, email, school website, newsletters and phone calls in other languages when needed. Such communications will be done through regular attendance of parent-teacher conferences, progress reports, and classroom visits.
3. By providing the parents with a copy of this Parent Involvement Policy, in English and other appropriate languages.

THE HELEN KELLER SCHOOL



Public School 153

650 Baychester Avenue
Bronx, NY 10475
Tel: (718) 904-5550
Fax: (718) 904-5564



Veronica Goka
Principal

School-Parent Compact

The Administration Agrees To:

- Shows respect for the entire school community
- Provide a clean, safe environment conducive to teaching and learning
- Encourage regular communication among staff, teachers, students and parents
- Communicate expectations and provide constructive feedback
- Provide meaningful opportunities for professional development
- Celebrate successes with the entire school community
- Encourage parent participation in school activities
- Give parents and students opportunities to participate in school governance
- Provide parents with information about all programs
- Clearly communicate student performance with assessment results
- Inform parents of all school policies and procedures

The Teachers Agree To:

- Show respect for each child and their family
- Believe that each child can learn and reach their full potential by providing quality differentiated instruction
- Assign homework that is meaningful and appropriate to grade level
- Provide open lines of communication with the parents
- Provide each student with constructive and encouraging feedback while celebrating successes
- Communicate with the student and parent by providing clear expectations and regular progress reports

The Students Agree To:

- Show respect for my classmates, teachers, principal, school staff, parents and myself
- Attend school regularly and be on time
- Believe that I can learn and will learn
- Come to school each day prepared to work and with all required supplies
- Always do my best at home and at school by completing all my assignments
- Complete and return my homework on time and ask for help when I need to
- Take pride in my work and my school
- Work cooperatively with my classmates and obey school rules
- Respect school and community property
- Read at least 30 minutes every day
- Bring home all information received from school everyday

The Parents Agree To:

- Show respect for my child, his/her teacher and the entire school community
- See that my child attends school regularly and on time
- Support and model positive attitudes toward school by showing interest in my child's education
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher
- Keep apprised of all academic and behavioral expectations
- Reinforce respect for school rules
- Provide a specific time and a quiet place for my child to complete homework
- Review completed homework assignments to check for understanding
- Attend all parent-teacher conferences and participate in school activities and events
- Seek out opportunities to volunteer at my child's school
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

To increase the percentage of Special Needs students in Self-contained classes by 5% to meet the promotional criteria in ELA by June 2011.

P.S. 153 is in the second year as a Title 1 school. We recognize that in order to better serve all students, there are areas for improvement. The school accountability data identifies areas of improvement. Although a high percentage of our students are at proficiency levels in ELA and Math, we recognize the need to move our Level 3 and 4 students.

Our Special Education students, including General Education Levels 1 & 2 students are showing limited progress in ELA. The monitoring of student progress, as well as the use of data to plan for differentiated instruction is on-going and requires additional professional development.

We recognize that while we do have specialized programs, they are not accessible to all students. The lack of AIS and enrichment support due to budgetary constraints clearly affects every student. We have an increased need for effective parent workshops to focus on the needs of the school community.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All staff members are New York State certified and are teaching within their license area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High-quality and on-going professional development for staff is conducted through common planning where we analyze data to set goals and drive instruction. Teachers also attend professional development workshops outside the school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

A team of highly qualified staff conducts the interview process when positions are available.

6. Strategies to increase parental involvement through means such as family literacy services.

Strategies include:

Parent workshops; Survey for Parent Interest on Workshops they would like, Family Nights, Gifted Parent Advisory.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Kindergarten orientation, baseline assessment (initial screening), interest survey, hearing/sight screening. Home Language Survey, Classroom visits for the parents and children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Professional Development during common planning periods where teachers share best practices, analyze data, set goals for the grade and their students, Grade Leaders on Cabinet, Lunch and Learn 1x per month, teacher- led professional development.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Baseline assessments are conducted to identify student's levels and interests. Students will be provided enrichment or intervention support based on the results. On-going interim assessments will be done throughout the year. All classroom teachers are engaged in Inquiry work daily.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Bronx-Lebanon Mental Health Partnership

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP) N/A

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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	Yes		No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)		Federal		N/A			
Title I, Part A (ARRA)	✓	Federal			\$ 513, 417.00	✓	Pages 15 - 23
Title II, Part A	✓	Federal			\$ 230, 931.00	✓	Pages 15 - 23
Title III, Part A		Federal	✓				
Title IV		Federal	✓				
IDEA	✓	Federal			\$ 73, 048.00	✓	Pages 15 - 23
Tax Levy	✓	Local			\$2, 512, 312.00	✓	Pages 15 - 23

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring N/A

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring N/A

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

Four students as of January 5, 2011.

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

Guidance will be provided to support the students and their families.

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).
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Helen Keller					
District:	11	DBN:	11X153	School		321100010153

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.1	94.5	94.1
Kindergarten	60	66	87				
Grade 1	93	92	85	Student Stability - % of Enrollment:			
Grade 2	95	94	96	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	111	95	99		96.3	94.8	93.8
Grade 4	102	111	83				
Grade 5	112	110	107	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		49.7	61.3	61.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	9	14
Grade 12	0	0	0				
Ungraded	7	26	33	Recent Immigrants - Total Number:			
Total	580	594	590	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	68	67	74	Principal Suspensions	15	0	0
# in Collaborative Team Teaching (CTT) Classes	35	33	39	Superintendent Suspensions	0	0	0
Number all others	26	27	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	57	53	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	25	8
# receiving ESL services only	9	14	TBD				
# ELLs with IEPs	7	14	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	11	11	23
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.2	75.5	90.4
				% more than 5 years teaching anywhere	56.1	64.2	82.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	85.0	90.4
American Indian or Alaska Native	1.4	1.7	1.2	% core classes taught by "highly qualified" teachers	97.5	98.0	100.0
Black or African American	60.0	56.1	60.3				
Hispanic or Latino	25.2	27.8	26.4				
Asian or Native Hawaiian/Other Pacific	5.2	5.2	6.8				
White	4.0	4.2	4.9				
Male	50.5	49.3	48.5				
Female	49.5	50.7	51.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 606	District 11	School Number 153	School Name Helen Keller
Principal Veronica Goka		Assistant Principal Heather InBaptist	
Coach Andrea Miale		Coach Vanessa Rivers-Smallwood	
Teacher/Subject Area Melissa Lonquich/ ESL		Guidance Counselor Christine Parks	
Teacher/Subject Area Susan LaSpina/ Data Specialist		Parent Theodore James	
Teacher/Subject Area		Parent Coordinator Ronald Hartridge	
Related Service Provider		Other	
Network Leader Petrina Palazzo		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	590	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	4.24%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Students are identified as possible ELL's at registration when the parents complete the Home Language Survey and an interview is conducted with the student, if present, with Melissa Lonquich, the ESL teacher. If the ESL teacher is not available then Susan LaSpina, the data specialist, or one of the administrators (Veronica Goka, Olivia Williams, Heather JnBaptist) will conduct the interview and administer the home language survey. If any language other than English is determined the ESL teacher as well as a staff member who speaks that language interviews the student in English as well as the native language or arrangements for an outside translator is made. If during the initial interview the teacher interviewing the student notices that there is a conflict between what the parent indicated the student's spoken language is and the actual language of the student then a letter is attached to the HLS explaining the findings of the interview and administering the LAB-R based on those findings. Based on the results of the initial screening, the ESL teacher administers the LAB-R if necessary within the first 10 days after registration (except in the case of summer registration, in which case the LAB-R is administered within 10 days of the beginning of school). The LAB-R is conducted by the NYS certified ESL teacher at the school (Melissa Lonquich). It is also the NYS certified ESL teacher that plans the schedule and conducts the NYSESLAT testing every year. The LAB-R is scored by the ESL teacher and the NYSESLAT in-school scoring is done by the testing coordinator and data specialist.

After initial LAB-R is administered a notification goes out to every new ELL student, inviting their parents/ guardians into the school for a new ELL parent orientation within the first 10 days of school initially and as an ongoing basis as newly registered ELL students come in. The ESL teacher and parent coordinator (Ronald Hartridge) makes every attempt to send home written notification and phone calls in advance to remind parents of the orientation. At parent orientation a video is shown in each language needed, as well as translators present if necessary to explain the choices available to parents of ELL students. Dual language, bi-lingual and ESL programs are thoroughly explained to the parents.

After the explanation of the different programs are explained to the parents, a parent selection form in their home language is given out with instructions on how to fill out what their first, second, and third choice for their child is. Parents can choose to complete this form at the orientation or bring it home for review. After parent selection, if a program other than ESL is selected as the parents' first choice then a list is downloaded from the Office of ELL's to inform the parent of schools available with their selection of choice. If the parent chooses to keep their child in P.S. 153 knowing ESL is not their first choice then the student can remain in P.S. 153 and their name will be written down on a list in case the minimum of 15 students within two consecutive grades are met, in which case a bi-lingual class can be formed. Phone calls and notices are sent home to remind the parents to attend the orientation to return the parent selection form, and to those who did not come in for an orientation.

After reviewing parent selection and survey forms, all parents of PS 153 choose ESL as the program of choice for their children. The program model is aligned with parent choice. The original Home Language Surveys and Parent Selection Forms are placed in the student's records and a copy is kept with the ESL teacher.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	2	0	0	2	2								9
Total	3	2	0	0	2	2	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	12
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	17		2	8		10					25
Total	17	0	2	8	0	10	0	0	0		25

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	2		6	6								17
Chinese														0
Russian														0
Bengali	2													2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2			1	2	1								6
TOTAL	6	1	2	1	8	7	0	25						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our school has one full time ESL teacher (Melissa Lonquich). Due to the small amount of ELL students in our school, our full time ESL teacher is able to assure that all eligible ELL students receive ESL services as per CR- Part 154 requirements for mandated minutes by proficiency level. Students at the beginning and intermediate level of ESL are receiving 360 minutes of ESL services, while advanced ESL students receive 180 minutes (and an additional 180 minutes of ELA in the classroom). During the school day the ELL students receive 180 minutes of math, science, and social studies in the classroom according to CR Part 100 requirements. We currently have 25 ELL students. The breakdown is as follows:

Kindergarten	6 students
Grade 1	1 students
Grade 2	2 students

Grade 3	1 students
Grade 4	8 students
Grade 5	7 students

An analysis of the most recent LAB-R/ or NYSESLAT indicate:

Level	K	1	2	3	4	5	Totals
Beginner	3	1	2	0	3	1	10
Intermediate	0	0	0	1	3	4	8
Advanced	3	0	0	0	2	2	7
Total							25

The majority of the ELL students are in grades kindergarten and 4th grade. 10 students scored at the beginner proficiency level, 8 students scored at the intermediate proficiency level and 7 scored at the advanced proficiency level. Our ELL students are taught using a combination of push-in and pull-out models. The students are grouped by age and proficiency levels based on the findings in the LAB-R, NYSESLAT, ELA and classroom assessments. All content areas are delivered using English only. Our ESL teacher works in conjunction with the various classroom teachers to tailor lessons in all content areas using ESL strategies. The classroom teachers and the ESL teacher use common planning periods to articulate and plan for supplementary lessons. During pull-out sessions, the ESL teacher reinforces classroom lessons using ESL teaching strategies. The ESL teacher uses various methods for instruction, such as literacy games and hands-on manipulatives. Oral language activities focus on sentence structure, visual literature, high- frequency words, vocabulary building, and support writing development.

To maximize English language acquisition for ELL students, Parent Learning Leader Volunteers are also assigned to new ELL students who need additional support. Although literacy is the targeted area for ELL students, they also need support in all core areas due to deficiencies in reading. Additional support from SETSS teachers, math coach, literacy coach, and guidance counselors will be provided as needed. In addition to this, we provide additional support for students who are transitioning to Middle School. All ELL's are invited to attend the after school offerings which include the "Moshulu Montifiore Young Achievers Program", which is a community based organization, modern dance, tap dance, and Academic Intervention (after school and Saturdays).

Currently there are no SIFE students enrolled at P.S. 153. ELL's new to the US (1-3 years) are given the required amount of ESL/ ELA time (advanced 180 minutes ESL/ 180 minutes ELA, beginning/ intermediate 360 minutes ESL). They are supported using audio/ visual/ hands-on lessons. Their group size is usually no more than 4-5 students. Due to NCLB the students are only exempt for the ELA exam for one year and after will be required to take the ELA exam. The ESL teacher works with the classroom teacher to prepare the students in these testing grades of the ELA exam as well as the NYSESLAT. Students that are receiving ESL services for 4-6 years continue to receive their required time in ESL. Visuals, audios, and hands-on techniques are still used as well as an explicit focus on reading comprehension, writing, and grammar skills. Parent volunteers, AIS support staff, and classroom teachers target these students to support their acquisition of academic English. LEP students with disabilities whose IEP recommends ESL services are pulled from their classrooms for the amount of time requires according to their NYSESLAT levels (360 minutes a week for beginning and intermediate and 180 for advanced ELL students) into a smaller group setting. There the students work closely with the ESL teacher in order to work on all four components of ESL (speaking, listening, reading, and writing). The teacher uses ESL methodologies to teach these aspects of learning English. Both the ESL teacher and classroom teacher model good reading and writing habits through the use of scaffolding and mini-lessons. Audio, visual, and hand-on techniques are implemented as much as possible to support vocabulary. The use of academic games is also implemented as a way for the students to remember the focus of the lessons. Wilson Foundations is used in the classroom to support these students. Additional time during extended day is given to these students to further support their language development. The students' IEP goals are also supported by their classroom teachers and other service providers.

Since our school is a barrier free school, we have many students with severe academic delays. Many of these students are alternate assessment students and are "X" coded students that do not receive ESL services as per their IEP. Students use hands-on, visual, and audio ESL methodologies in groups no bigger than 3-4 students. Student needs are scaffolded through modeling, bridging to prior knowledge, schema building through the use of graphic organizers and metacognition to identify strengths and areas in need of improvement. The ESL teacher collaborates with classroom teachers to provide instruction for content areas using ESL methodologies.

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

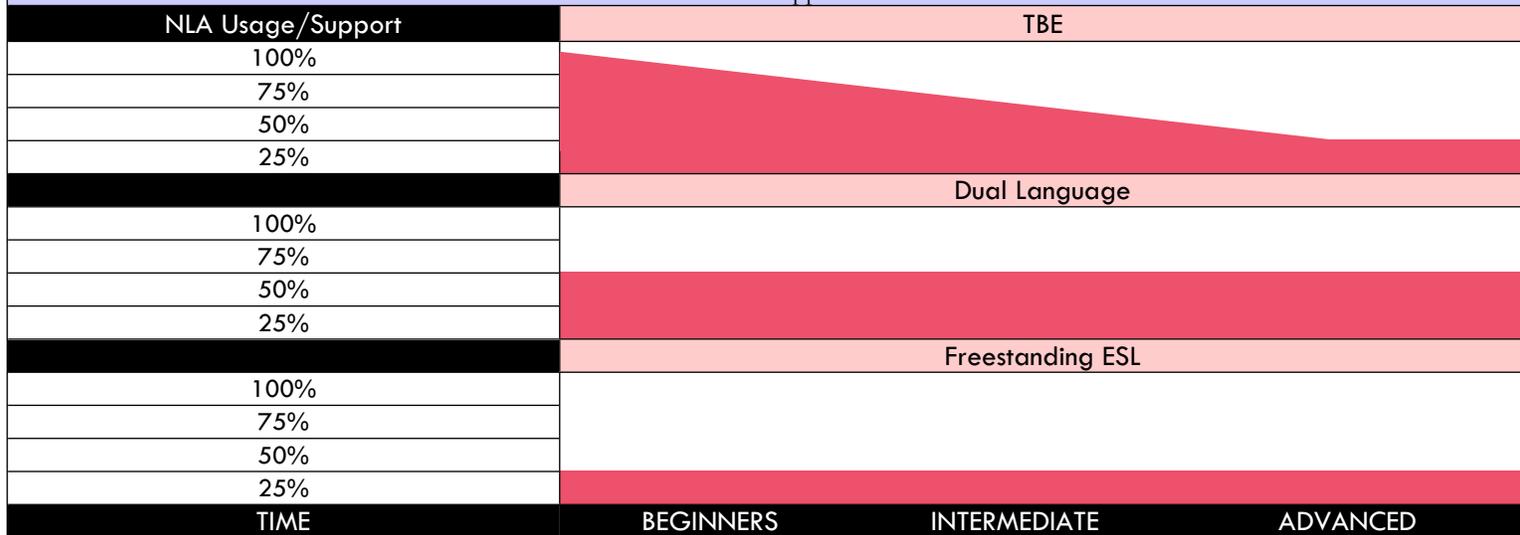
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All content areas are delivered using English only. The native language is supported by using as many audio, visual, hands-on methods as possible. Our ESL teacher works in conjunction with the various classroom teachers to tailor lessons in all content areas using ESL strategies. The classroom teachers and the ESL teacher use common planning periods to articulate and plan for supplementary lessons. During pull-out sessions, the ESL teacher reinforces classroom lessons using ESL teaching strategies. The ESL teacher uses various methods for instruction, such as literacy games and hands-on manipulatives, as well as oral language activities. Our ELL students focus on sentence structure, visual literature, high-frequency words, vocabulary building, and support in writing development.

After our students reach proficiency on the NYSESLAT the students are no longer seen by the ESL teacher. However, the ESL teachers works closely with the classroom teacher of current and former ELL students in order to ensure ESL methodologies are still implicated in the classroom. Former ELL students in need of more support are included in Academic Intervention Services and are invited to all after school programs. Once proficient, former ELL students are allowed time and a half testing accommodations.

ELL students are included in our school's gifted and talented programs, regular programs, ICT classes, and self-contained classes, as well as in all intervention services. Our ELL students are included in all P.S. 153 Arts programs such as chorus, band, NYC Ballet, Ballroom Dancing and all other activities.

All programs/ services for ELLs will continue this year. All students will continue the Balanced Literacy Program, Wilson Foundations, Everyday Math, and Math Connects Program. These programs will continue to encourage language development through accountable talk, shared reading, peer tutoring, debates, discussions, and grouping. Since the grouping is done by both grade and proficiency level, the students are insured to have services and support that is differentiated and targeted to their individual needs. There are no language electives offered at P.S. 153.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Every effort is made by administration to send the ESL teacher to as many applicable professional development sessions as possible. The ESL teacher often turn keys the information to classroom teachers. Our ESL teacher will be attending several professional development sessions offered by the Children First Network and the Bilingual Education Technical Assistance Centers (BETAC). An ESL specialist from the Children First Network (Victoria Armas) is available to meet with the ESL teacher both in person, via email, and phone to discuss any concerns the ESL teacher may have.

The staff as a whole supports all students, including ELL students during their transition from elementary to middle school. Assemblies are held to watch a video about the middle schools in our area, as well as to conduct a question/ answer session in regards to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.

Classroom teachers are given informal and formal training as to the nature of working with ESL students. This is accomplished through grade level meetings, individual conferencing with teachers and designated workshop days and completes the minimum training of 7.5 hours for staff. Secretaries and parent coordinator work closely with the ESL teacher to receive professional development on their roles in assisting ELL students and their parents. Teachers are made aware of modifications allowed for ELL's for testing purposes.

E. Parental Involvement

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

To maximize English language acquisition for ELL students, Parent Learning Leader Volunteers are assigned to new ELL students who need additional support. ELL parents are encouraged to become involved with the Parent Association during parent workshops and other school functions.

Parent workshops are offered by several staff members including the Parent Coordinator after school and some Saturdays. These workshops help to better equip the parents with tools to help their children at home by supporting what they've learned in school. In addition parents receive Interim Reports in October, January, and May. Twice a year Parent-Teacher Conferences are held.

We analyze the parent response on the School Environment Survey to determine the areas of improvement. Every effort is made to accommodate parent needs throughout the year during school Leadership Team meetings, P.A. General meetings and during Parent workshops. Parents are always welcome to meet with staff to discuss the needs of their children at any time during the year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	2	0	3	1								10
Intermediate(I)	0	0	0	1	3	4								8

Advanced (A)	3	0	0	0	2	2								7
Total	6	1	2	1	8	7	0	0	0	0	0	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0							
	I	0	0	0	0	2	0							
	A	3	0	0	0	1	1							
	P	3	3	2	2	6	5							
READING/ WRITING	B	3	1	1	0	3	1							
	I	0	0	0	1	3	3							
	A	3	0	0	0	2	2							
	P	0	2	1	1	1	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2		1		0		6
4	1		4		0		0		5
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		1		0		5
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

In addition to the LAB-R and the NYSESLAT, students are assessed using the Fontas and Pinell and Teacher's College Reading and Writing Program to determine their instructional levels within the classroom. This data provides the child's reading, fluency and comprehension levels. It also identifies the reading skills and strategies that the students need.

Most of the new coming ELL's exhibit a weakness in all modalities, but a focus is placed on listening and speaking initially with beginning level ELL students to improve communication skills. The new ELL students that receive a score of intermediate or advanced on the LAB-R are able to focus more on reading and writing skills earlier. As a whole the upper grades focus more on reading and writing, based on their progress as shown on the NYSESLAT scores.

The students work closely with the ESL teacher in order to work on all four components of ESL (speaking, listening, reading, and writing). The teacher uses ESL methodologies to teach these aspects of learning English. Both the ESL teacher and classroom teacher model good reading and writing habits through the use of scaffolding and mini-lessons. Audio, visual, and hand-on techniques are implemented as much as possible to support vocabulary. The use of academic games is also implemented as a way for the students to remember the focus of the lessons. Wilson Foundations is used in the classroom to support students. Additional time during extended day is given to the students to further support their language development.

Our school has chosen not to participate in the ELL periodic assessment this year. All of our ELL students elect to take all state tests in English and not their native language. Currently, P.S. 153 does not have a bi-lingual or dual language program. Progress is shown over the course of the school year with our special needs students as well. However, we realize that due to the cognitive development of many of our children, progress of some students has been limited. Currently 17 out of 25 ELL students have current IEP's (68%).

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		