



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: PS153 HELEN KELLER**

**DBN: 11X153**

**PRINCIPAL: VERONICA GOKA**

**EMAIL: [VGOKA@SCHOOLS.NYC.GOV](mailto:VGOKA@SCHOOLS.NYC.GOV)**

**SUPERINTENDENT: ELIZABETH WHITE**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Veronica Goka	*Principal	
Judy Hall	*UFT Chapter Leader	
Lisa Grant-Lynch	*PA/PTA President	
	DC 37 Representative, if applicable	
	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	
DonnaMarie Kinford	Assistant Principal	
Olivia Williams	Assistant Principal	
Maria Fernandez	Teacher	
Stephanie Fortuna	Teacher	
Jasmin Hunt	Teacher	
Charmaine Brown	Parent	
Capitrola Gaillard	Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lillian Guity	Parent	
Wendy McSpadden	Parent	
Dalvanie Powell-Filmore	Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*To engage all students including ELLs and students with disabilities in two rigorous ELA units integrated with Social Studies and Science aligned to the Common Core Learning Standards by June 2013.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*Based on the results of the school-wide assessments and the NYS Differentiated Accountability Report and the Quality Review, we plan to provide rigorous instruction for our students.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

*Teachers will examine current student work and data to identify gaps and understand the steps needed to reach the level of performance based on the Common Core Learning Standards. Teachers will create tasks based on the curriculum or revise tasks provided in the Common Core Library by the Department of Education. Teachers will administer rigorous literacy, social studies and science tasks within the unit. All students will be challenged based on their levels. Students will complete these tasks that ask them to read and analyze informational texts and write opinions and arguments in response. Teachers will examine student work products during Inquiry to determine what they know and need to learn. Curricula tasks will be reviewed and revised based on student work. Funds and additional time/support will be provided as needed for teachers to complete this work on units and tasks. Student portfolios will reflect collections of their work. Throughout the year, the reports listed below will be used to evaluate the progress towards meeting our goal. They are:*

*Baseline assessments reports*

*Copies of Performance Units and Rubrics*

*Student data reflecting progress using Periodic Assessments*

*Student work*

*Teacher observation reports*

*Inquiry agendas and sign-in sheets; Teacher reflections and feedback on professional development*

*Mid-year assessment reports*

*End of year assessment reports*

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

*Data was shared with parents and needs were identified during SLT and Parent Association General Meeting in September 2012.*

*Parent literacy workshops will be provided to help parents on how to support the children at home. Student progress reports have been created and sent home.*

Common Core Learning Standards

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Staff members will be creating rigorous tasks that will support student learning. ta Funds have been allocated in per-diem and per-session categories to support this work during the day and after school.*

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*To increase the number of students scoring level 3 and level 4 on the New York State Math assessment. by 3% from 71.2% in 2011-2012 to 74.2% by 2012-2013.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*The percentage of students who scored levels 3 and levels 4 on the 2012 NYS assessments dropped from 71.5 % in 2011 to 71.2% in 2012.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

*Baseline assessments will be used to determine initial levels of students. Data will be analyzed to determine instructional strategies. Response to Intervention will be used to provide support. Benchmark assessments will be used to track students' progress throughout the year. Students will be streamed for instruction based on their levels and needs. Interim reports will be sent home to involve parents. Enrichment and intervention activities will be provided for all students. All teachers will be trained in the new EnVision math program. Funds will be provided for differentiated professional development for teachers especially in the use of technology in instruction. Best practices will be shared among teachers during Common Planning periods. Teachers will be observed regularly to ensure ongoing rigor in classrooms.*

*Throughout the year, the reports listed below will be used to evaluate the progress towards meeting our goal. They are:*

*Student assessment data*

*Professional development agendas and attendance*

*Formal and informal observation reports*

*Interim reports indicating student progress*

*NYS Math Assessment results*

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

*Data was shared with parents and needs were identified during SLT and Parent Association General Meeting in September 2012.*

*Parent workshops will be provided on the EnVision Math program to help parents on how to support the children at home.*

*Student progress reports have been created and sent home.*

*Common Core Learning Standards*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) x  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Staff members have been assigned to work with students for enrichment and intervention services. Funds have been allocated in per-diem and per-session categories to support differentiated professional development for teachers especially in the use of technology in instruction.*

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*To strengthen teacher practice by providing timely and effective feedback to all teachers on all observations.*

*100% of the teachers will receive effective feedback on at least four informal and two formal observations to increase academic rigor in order to increase student outcomes by June 2013.*

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*Based on the push for new teacher evaluations by New York State, our school has been piloting research based teacher evaluation which provides effective feedback to teachers. We must continue to strengthen teacher practice in order to increase academic rigor in all classrooms.*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

*School administration has created an action plan in September. Observation schedules were be created to determine each supervisor's roles and responsibilities. Supervisors will determine focus competencies for informal observations based on the needs of the teacher and students. Seven competencies will be used for all formal observations. School leaders will provide essential and effective feedback and develop opportunities for growth. Teachers will incorporate feedback into their practice. Teachers will set professional goals on a competency identified for growth. Midyear conversations will be held by school leaders and teachers to discuss progress. End of year conversations will be conducted for final evaluation.*

*Throughout the year, the reports listed below will be used to evaluate the progress towards meeting our goal. They are:*

*Observation schedules; teacher self assessment reports; teacher professional goals; peer to peer evaluations; observation and feedback reports; midyear conversation reports; end year conversation reports.*

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

*Citywide instructional expectations were shared during SLT meetings and Parent Association meetings to inform parents on how teachers are being evaluated.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*TEP funds will be used to provide support for teachers to improve instructional practice. Additional funds will be provided as needed.*

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4 N/A**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ANNUAL GOAL #5 AND ACTION PLAN N/A**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5 N/A**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	After-school Study Center (intervention/enrichment) and Academic Tier 2 Intervention	Small group instruction, one-to-one tutoring, After-school study center	During the school day / extended day
Mathematics	After-school Study Center (intervention/enrichment) and Academic Tier 2 Intervention	Small group instruction, one-to-one tutoring, After-school study center	During the school day / extended day
Science	After-school Study Center (intervention/enrichment) and Academic Tier 2 Intervention	Small group instruction, one-to-one tutoring, After-school study center	During the school day / extended day
Social Studies	After-school Study Center (intervention/enrichment) and Academic Tier 2 Intervention	Small group instruction, one-to-one tutoring, After-school study center	During the school day / extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Non-mandated counseling sessions	One-to-one or in small group	Sessions are provided as needed

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

All teachers are highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE- N/A  
P.S. 153 IS A NON TITLE 1 SCHOOL**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Parent Involvement Policy, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's educational program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in our school's educational program and funding, their right to be involved in the program and the parent involvement requirements under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school is a non-Title 1 school. However we believe implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

**School Responsibilities**

**PS 153 will support home-school relationships and improve communication by:**

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**PS 153 will provide parents reasonable access to staff by:**

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

**PS 153 will provide general support to parents by:**

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

**The PS 153 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 PS 153 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

**PS 153 Parent/Guardian Responsibilities:**

- Show respect for my child, his/her teacher and the entire school community
- See that my child attends school regularly and on time
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher
- 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
- Monitor my child's TV viewing, video game and online activities
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- volunteer in my child's school or assist from my home as time permits
- respond to surveys, feedback forms and notices when requested;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams

**The PS 153 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz.Petrina Palazzo</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>153</b>
School Name <b>The Helen Keller School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Veronica Goka</b>	Assistant Principal <b>DonnaMarie Kinford</b>
Coach <b>Andrea Miale</b>	Coach <b>type here</b>
ESL Teacher <b>Marilyn Fusaro</b>	Guidance Counselor <b>Christine Parks</b>
Teacher/Subject Area <b>Susan LaSpina</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ronald Hartridge</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>649</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>1.54%</b>
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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. 

Paste response to questions 1-6 here

1. P.S. 153 follows the subsequent steps in identifying English Language Learners given in the Assessment Memorandum of the New York State LEP Identification Process:

A. Screening - Home Language Identification Survey (HLIS) is administered at enrollment. The NYS certified ESL teacher at P.S. 153, Marilyn Fusaro who is on a .5 position and comes to the school on Tuesday and Thursday, does the interview and conducts the initial screening and administering the HLIS. If unavailable, the School Data Specialist, Susan LaSpina, or any of the administrators, Ms. Veronica Goka (Principal), Olivia Williams (Assistant Principal), DonnaMarie Kinford (Assistant Principal) does it. HLIS are available in the various language provided by the DOE.

Parents and students who require native language support are accommodated and never sent away unassisted. If necessary a designated Spanish-speaking staff is called upon for translation, or an arrangement for an outside interpreter/vendor in any other language is made. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers with parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. To access these services, school may call 718-752-7373 .

If during the initial interview the personnel at registration notices that there is a conflict between what the parent indicated as the student's spoken language is and the actual language of the student, then a note is attached to the HLIS explaining the findings of the interview and the ESL teacher takes action by conducting an informal interview with the child and determines if the he/she is to be administered LAB-R or not. The appropriate home language is recorded on the HLIS and the Pupil Secretary is notified to rectify on ATS, if there's any correction to be made.

B. Initial Assessment - All incoming students who live in a home where language other than English is spoken, as confirmed by the HLIS, are tested with Language Assessment Battery - Revised (LAB-R) and Spanish LAB, where appropriate, 10 days from admission by the school's ESL certified teacher, Marilyn Fusaro. Parents of these potential English Language Learners (ELLs) are sent a letter of notification about their child's eligibility for testing to determine his/her language proficiency and language dominance. Students who score Beginning, Intermediate, and Advanced are ELLS and are given Program Placement and those who score Proficient are not.

Parents are notified in writing of the results of the test administered and are invited to the Parent Orientation conducted by the school's certified ESL teacher where they are explained about the different language programs available: Transitional Bilingual Program, Dual Language Program, and English as a Second Language (ESL), and their placement selection rights. Parents view the CD on Parental Option and are walked through the completion of the Parent Survey and Program Selection Form.

C. Program Placement - Identified ELLs are placed in appropriate programs. P.S. 153 offers Freestanding ESL only and instructional service is conducted by the certified ESL teacher named above. If parents opt for Bilingual Education, they are referred to another school in the district that offers it. PS 153 keeps a waiting list of students who's parents prefer a TBP. PS 153 does not have a TB program due to the small amount of eligible ELLs. Parents are assisted by the school Parent Coordinator, Ronald Hartridge, for consultation/communication activities with the ESL Compliance Officer and the principal of the school offering Bilingual Education.

D. Annual Assessment - On an annual basis, the New York State as a Second Language Achievement Test (NYSESLAT) is administered in the spring to all ELLs in Grades K-5 by the certified ESL teacher to determine progress and English proficiency. ELLs continue to receive ESL services until their scores on the NYSESLAT indicate that. ELLs exit the program when they obtain the PROFICIENT score. The ESL teacher makes sure that all ELLs eligible to take NYSESLAT are identified by cross-checking with the ATS reports, e.g. RLER, RMNR, RLAT, and BESIS participation report, RBPS. The NYSESLAT has 5 grade bands: Kindergarten-1, 2-4, 5-6, 7-8, and 9-12. It assesses students speaking, listening, reading and writing skills, defined by NYS English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. Testing accommodations for ELLs in Special Education are followed as directed. The reading section of the NYSESLAT asks students to write in response to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.

#2. To ensure that the parents understand the program choices, parents are invited to the Parent Orientation conducted by the school's certified teacher held within ten days from date of admission. Also present at this conference are the school's principal, Ms. Veronoca Goka, either of the two Assistant Principals, Ms. Olivia Williams or Ms. DonnaMarie KInford, the Parent Coordinator, Mr. Ronald Hartridge, and an available Spanish-speaking staff who assists with interpretation. The ESL certified teacher, Ms. Fusaro, explains to the parents a how ELL identification and eligibility for testing are done, the levels the students will be placed based on their LAB-R scores and the number of instructional service each level requires, the methodologies and form of instruction, how to exit from the program by passing the NYSESLAT given in the spring, and how parents may participate in the child's education. Most importantly, the parents are emphatically explained the language programs available and their right of choice what's best for their child. The CD on Parent Options is shown to the parents in English, or Spanish if the great percentage of the parents present is Spanish-speaking. Parents are informed that the CD is also available online at the NYC Department of Education website for viewing at home in the language that they prefer. Following the explanation on parent options is an opportunity for parents to ask questions.

Parents are also walked through the completion of the Parent Survey and Program Selection Form. They are instructed 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 child's name will be written down on a list until the minimum number of 15 is reached in the two consecutive grades, and in which case P.S. 153 is obliged to create their program of choice. There's a parent outreach at P.S. 153 headed by the Parent Coordinator who can be contacted by parents wishing to follow up on when their chosen program, TBE/DL, becomes available.

Copies of the Guide to ELLs Parents printed in their preferred language is distributed to parents. The ESL teacher and the Parent Coordinator invite the parents to reach them by phone or arrange an appointment for a conference if they have questions or other issues. Attendance of parents is taken and the agenda discussed in the orientation is documented and kept on file.

Parents are reminded about the return of the Parent Survey Form without delay, or the default program is Bilingual Program.

#3. Entitlement letters, such as the Entitlement or Placement Letter, Not Entitled, Continuous Entitlement, No Longer Entitled, and Transfer Option are sent out in English, or Spanish as the parents prefer. The tear-off slips are expected to be returned a week after they are first distributed and kept on file by the ESL service provider in a binder and kept in a safe filing cabinet in the ESL classroom. She follows up on those who have not returned them by phone or by sending another notification written in the parents' preferred language. Original copies of the Parent Survey and Parent Selection Forms are kept for filing purposes by the ESL service provider and the duplicated copies are attached to the HLIS and included in the Student's Cumulative Records in the care of the classroom teacher.

#4. ELLs who are eligible for testing are administered the LAB-R (Revised ) and the Spanish LAB, where appropriate, by the certified ESL teacher within 10 days from admission. Parents are immediately notified in writing about the test result, the level to which their child will be placed, and the number of instructional: minutes per week the level requires: Beginning and Intermediate Levels receive 360 minutes per week of ESL instruction, and Advanced Level with 180 minutes. Duly signed Placement Letters are collected and kept on file by the ESL service provider. Parents are encouraged to contact the ESL teacher service provider by phone or make an arrangement to meet with her should they have any concerns. They are assured that communication is open for them, and language barrier is addressed with the assistance of Spanish-speaking personnel in the school, and that other written communication will be available in their language of their preference.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 99% of the parents have requested for the Freestanding ESL program at P.S. 153. After parents were shown the CD on Parents Option and were explained their program choices, the parents still insisted on having their child remain in the school.

The trend in program choices for the past 3 years reveals that ESL is the preferred program by parents at our school 98% to 99% of the time.

6. P.S. 153 aligns the program offering with the parent choice. A Transfer Option to a Transitional Bilingual Education or Dual language is offered to those who prefer it, since our school has Freestanding ESL only. In the future, when a great number of parents opt for Transitional Bilingual Education or has reached the required number of ELLs (at least 15 in the two consecutive grades ), our school will put in place this program model of their choice.

## 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

#### This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	4	0	0	0	0	0	0	6
Total	6	0	4	0	0	0	0	0	0	6

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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP	EL	EP																
Spanish																			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	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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	2	2											6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian	1													1
French														0
Korean														0

## 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
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>10</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Responses here for # 1-7

#1 How ESL instruction is delivered:

A and B - Due to the small population of ELLs at P.S.153 ( currently ten ELLs) with a few from each class in Kinergarten, 3rd Grade and 5th Grade, the ESL service provider delivers the Freestanding ESL in a pull-out model in a heterogenous model or mixed proficiency levels of students in the same grade. Because the NYS certified ESL teacher on a .5 position and comes to the school only for 2 days, she groups her students in order to facilitate the mandated minutes for each of her students.

#2. ELLs in Grades K-5 in both General Education and Special Education are grouped in consideration of their grade level and level of proficiency: Beginning, Intermediate and Advanced. They are served with the mandated instructional units required as per CR Part 154: 360 minutes or 8 periods of 45 minutes per week for the Beginning and Intermediate levels, and 180 minutes or 4 periods of 45 minutes per week for the Advanced, as determined by the student's NYSESLAT scores or the LAB-R for new admits. Those who tested out in the

## A. Programming and Scheduling Information

NYSESLAT are placed on the Transitional level and are provided ESL instruction ideally for 2 periods a week to further strengthen their language skills.

The ESL service provider articulates with the classroom teachers and they work around the student's schedule to ensure delivery of the program without sacrificing much of what the students in the classroom will be missing if they are pulled out. The ESL service provider accommodates and aligns her lessons with the language needs of the students and what's expected of them to meet the standards in the content areas. To best serve the ELLS and to be on the same page as the classroom teachers, the ESL service provider requests classroom teachers to fill in a Weekly Planning Sheet so that she can tailor her lessons appropriately. She works in conjunction with the various classroom teachers in all content areas using ESL strategies and reinforces classroom lessons. She 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.

A. Each ELL student receiving ESL instruction begins by meeting his/her instructional unit requirement which include for Grades K-5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING on a daily basis. The Language Allocation Policy (LAP) will address all 5 goals of the New York State Learning Standards for ESL and aligns it with the Common Core State Standards. Each student will listen, speak, read and write in English for information and understanding for literacy response, enjoyment and expression, as well as for critical analysis and evaluation.

In addition, ELLs will listen, speak, read and write for cross-cultural knowledge and understanding. All language modalities will be utilized during instruction, not functioning in isolation.

#3. To ensure that ELLs meet the standards, the program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. P.S. 153 is making strides to be consistent with the Common Core State Standards following the framework in ELA and Math to prepare the students for college, including the ELLs. ESL methodologies, as well as strategies of Balanced Literacy, Balanced Mathematics, Science and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension).

To make content comprehensible in subject areas, such as, Social Studies and Science, academic vocabulary building and reading comprehension strategies are employed. Learning to write essays on document-based questions (DBQ) is given a lot of emphasis in ESL Social Studies. Fourth Graders who take the Science test are provided activities that allow them to follow directions in performing experiments. Math vocabulary and understanding word problems are thoroughly worked on. Glossaries in Social Studies, Science and Math are utilized in the ESL classroom and in theirs. These are the only resources ESL test-takers are allowed for use in standardized testing and therefore should be adept at it.

Books and materials used in ESL program assist ELLs in all levels in reaching the academic levels expected of them. Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Hampton Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio & Associates

In early October purchase order was made for Empire State NYSESLAT by Continental Press and Finish Line in English Proficiency and Reading, also by the same book company. As more funding becomes available for P.S. 153, books and software will be purchased.

Also included in the ESL library are books in English and Spanish in different genres that portray a wide variety of cultural and ethnic backgrounds. They are mostly utilized for guided reading and independent reading. Said books are personal collection of the ESL teacher and are on loan for classroom use.

A computer gives ample opportunity to learn to make researches or gather facts/information from recommended websites. They will be allowed to use the computer to complete assigned writing activity, honing their technological skills, as well as keyboarding. Typing up their piece of writing is specially useful to Special Ed students with difficulty in penmanship. Software will be purchased and these will provide endless variety of games and exercises on reading, vocabulary, comprehension, grammar and math skills. Learning is enhanced and language development is positively enriched through technology.

#4. Presently, there is only one student in 5<sup>th</sup> grade who is identified as NYSAA and will not be taking both the ELA and MATH state exams. Should there be new admits who are not exempt from taking the standardized tests in Math and ELA but are much more

## A. Programming and Scheduling Information

comfortable taking the tests translated in their own language, Spanish, they will be provided practice tests in that language by the ESL teacher. An ample lot of Sample Tests in Math, Science and Social Studies in the student's language are available and are gone through with them during the allotted test preparation time by the ESL teacher. Spanish dictionaries and glossaries are at their disposal. Where needed, a proctor who speaks the student's language may be requested for officially by the school during testing in NYS Math and Science.

The Spanish books in the different genres that portray a wide variety of cultural experiences and ethnic backgrounds found in the ESL classroom library are mostly utilized for independent reading. They, too, are helpful in brushing up with the students' mother tongue for better vocabulary and structure in the writing part of the test that requires long responses and essays.

### #5. Differentiating instruction for ELL subgroups:

Differentiated instruction and approaches are used for all ELL subgroups. ESL instruction in all subgroups (newcomers, ELLs being tested in ELA after one year, ELLs with less than one year, ELLs with less than 3 years of service, ELLs with more than 3 years, and ELLs with special needs) consists of students participating in activities that require the following with consideration of their proficiency level, language acquisition, abilities and skills:

- \* To formulate, ask and respond to questions to provide information and meaning
- \* To present information in clear oral and graphic forms, apply learning strategies and make oral and written texts comprehensible and meaningful in differentiated instruction
- \* Students are encouraged to identify key elements in texts and relate those features to the students experiences .
- \* Students are engaged in a variety of student groupings to discuss share experiences, ideas, information, and opinions.
- \* Students share cross-cultural experience and ideas with others.

A. Instructional plan for SIFE - There are NO SIFE students at P.S. 153 this year.

B. Plan for Newcomers and ELLs with 3 years or less -

A few new arrivals who have very little English or none at all are placed in monolingual classes whose classroom teachers, or at least whose class para, are Spanish-speaking in order to make them feel comfortable and given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

ELLs who have less than 3 years are continually aided in vocabulary for use in both oral and written work. Far beyond decoding skills is emphasized. Strategies in reading comprehension are developed. There is the scaffolding of the scope of content and concepts. Students are moved toward task-oriented practices where reading independently and writing for expression take root. They are supported using audio/visual/hands-on lessons.

Currently, P.S. 153 has the following ELLs with three years or less:

Kindergarten	- 4 (General Ed)
Grade 1	- 1 (General Ed)
Grade 1	- 2 (Special Ed)
Grade 2	- 1 (Special Ed)
Grade 2	- 1 (General Ed)
Grade 5	- 1 (Special Ed)

C. Plan for ELLs with 4-6 years -

No ELL at P.S. 153 falls under this subgroup. No ELLs have met the criteria for extension of services.

If there are, the ESL teacher will employ strategies so that the nature of their material and cognitive and academic demands are increased. While reading for information and understanding is important, reading for critical analysis and evaluation is also developed. Writing for different purposes is fine-tuned.

Reading and writing in various genres and the content areas should demonstrate growth. The perform-

## A. Programming and Scheduling Information

ance indicators will be met through constant practice activities.

D. There are NO long-term ELLs at P.S. 153 who completed 6 years.

6. Four out of the ten ELLs receiving ESL services at P.S. 153 are Special Education students. Two are also identified as alternate assessment with mutiple handicaps who receive other mandated services, such as, Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech and Guidance. All these students struggle so much with language acquisition and processing because of their learning disabilities. Instruction is based on the Individual Education Plan (I.E.P.). Diferrentiated instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English language development. The students who are not on on Alternate Assessment are given equal chance to be exposed to skill/test sophistication.

Level-appropriate books and materials are carefully chosen for use in differentiated instruction, without sacrificing academic content. Teacher-made worksheets and assessments are not one-size-fits-all, but created to measure the individual child's annual and short-term goals.

#7. Scheduling ELL-SWDs with diverse needs oftentimes presents a big challenge for the classroom teacher, the ESL and other related service providers. It is not uncommon for ELL-SWDs, whose level of language proficiency level is Beginning or Intermediate with the mandated 8 periods per week of ESL instruction, to also receive other mandated related services that leave them out of their classroom most of the time each day. Articulation with the classroom teacher and all the related service providers is critical at P.S. 153 in allowing for flexibility in scheduling, as well as in monitoring the student's instructional needs and progress. Required services, support and resources correspond to ELL-SWDs' ages, needs and abilities. The ESL teacher encourages the one-to-one paras or alternate placement paras in their role in taking active part in the ELL-SWD's academic and language development.

To maximize time spent with non-disabled peers who exhibit differing needs and strengths, the ESL teacher is encouraged to use student performance data from interim assessments to plan instruction and differentiate learning and teaching. The ESL teacher plans with general ed teachers to ensure curricular alignment and target grade-level standards. Academic content area instruction is taught using ESL strategies.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

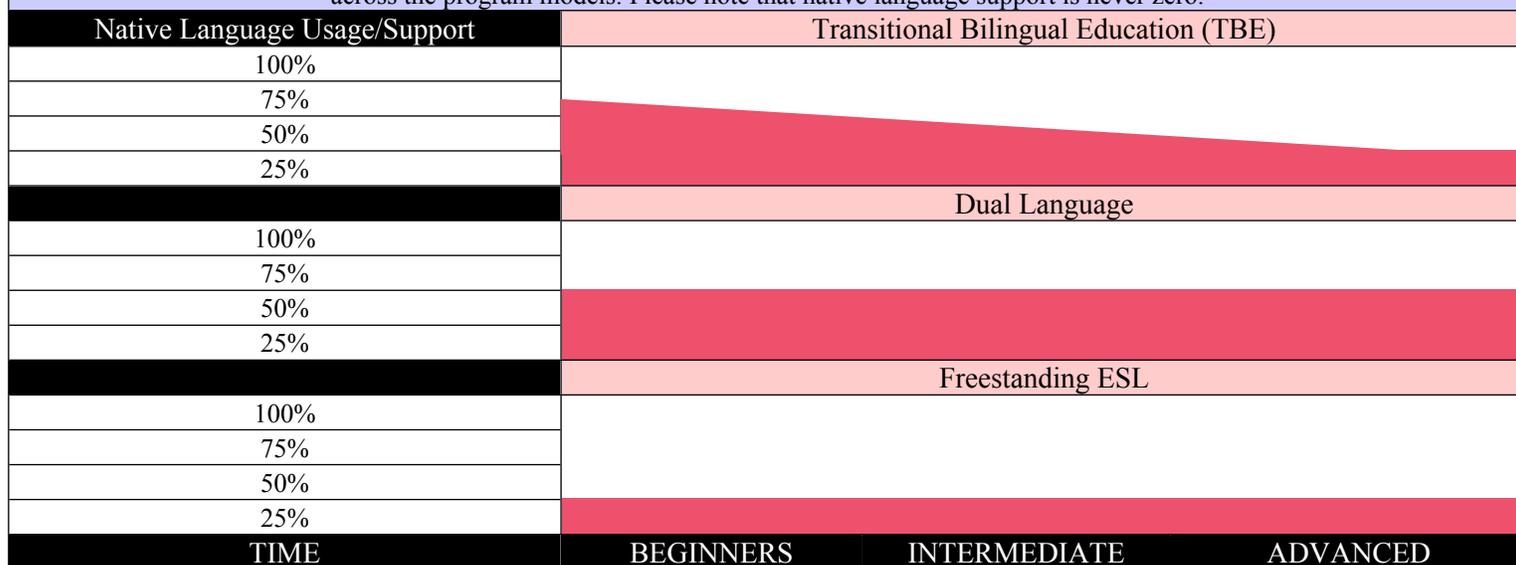
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

As a result of the limited funding for schools, ELLs identified at risk at P.S. 153 receive only intervention on individual and/or small group in order to meet their needs in the Special Education Support Services (SETTS). This support service is delivered by a special ed teacher to provide compensatory skill development and remediation activities to the identified ELLs in the general ed program. This teacher addresses the areas of deficit that have been identified for the student and strengthen his/her disability. However, these students also receive additional support during the 37 1/2 instructional period.

#9 Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities by their classroom teachers employing ESL methodologies. Support and articulation between the classroom teacher and the ESL teacher continues. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, can not be met at P.S. 153 because the ESL teacher is only on .5 position who comes for ESL services for 2 days. The school ensures ELLs who tested out of NYSESLAT receive all ELL testing accommodations.

#10. With the financial constraint, P.S.153 is still considering what programs to set up. Our school will maintain what has worked favorably in the past within the budget.

#11. Fiscal budget works against the favor of ELLs. P.S. 153 is not a Title III school and is not receiving any allocated amount for supplementary programs for ELLs.

# 12. ELLs are afforded equal access to all school programs, curricular and extracurricular. ELLs are invited to participate in the 37 1/2 Extended Time, 2) Special Education Teacher Support Services (SETTS), if they are in General Education Program but is identified as having educational needs directly related to a disability. 3) Gifted and Talented Program offered at P.S. 153 if they pass the qualifying tests 4) Additional support from Literacy Coach and Guidance Counselor 5) Moshulu Montifiore Young Achievers Program, a community based organization housed at P.S. 153 6) All school activities, such as, student government, field trips, book club, arts, musicale, chorus, band, ballroom/modern dance and holiday presentations. Letters are sent home to parents informing them of these activities to encourage their child to take part in. Letters are translated in the students' native language when possible.

# 13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards. The ESL teacher utilizes books from her personal collection or borrowed from sources.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations

- \* NYSESLAT and Beyond - Attanasio
- \* Finish Line in ELA/Reading - Continental Press

**B. Mathematics:**

- \* Finish Line in MATH- Continental Press

**C. Social Studies:**

- \* Social Studies Coach
- \* Newbridge Discovery

Also included in the ESL classroom library are books in Spanish in the different genres that portray a wide variety of cultural experience and ethnic backgrounds. They are mostly used for independent reading. These are specially helpful in supporting student's native language. They are also available on loan for students to take home

#14. Native language support, without a question, is essential to newly arrived students. A few new arrivals who have little English or none at all are placed in monilingual classes whose classroom teachers are Spanish-speaking. OR at least to a class with a Spanish-speaking para. This helps the students feel comfortable in the new setting and are given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

#15. Required services support and resources correspond to ELLs' ages and grade levels.

#16. P.S. 153 has no jump start program or set of activities to assist the newly enrolled ELLs before the beginning of the school year.

#17. NO language electives are offered to ELLs 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)?

Paste response to questions 1-5 here

N/A to P.S. 153

## 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.

Paste response to questions 1-3 here

Every effort is made by administration to send the ESL teacher to as many applicable professional development sessions as possible. She attends several professional development sessions offered by the Children First Network the Office of the English Language Learners (OELL), and the Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, Grade Level or Inquiry Team meeting. An ESL specialist from the Children First Network (Amanda Gardner) is available to meet with the ESL teacher both in person, via email, and phone to discuss any concerns the ESL teacher may have.

Classroom teachers are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) will be posted in a conspicuous place or attached to principal's memo, and be made available to all personnel.

#2. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ESL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding is attached importance, but reading for critical analysis and evaluation should be developed. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are also developed.

The school leadership and guidance counselor plan actions with the cooperation of the Parent Coordinator and teachers to hold assemblies to supports all students, including ELL students, in 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.

#3. 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 for teachers completing the required training of 7.5 hours. Where necessary, an arrangement with the ELL Compliance Officer or Network ELL Support Specialist may be requested for to bring in an invited ESL Support Specialist or presenter for a staff development during the Chancellor's staff development day in June. The teachers may also take it upon themselves to avail of the OELL recommended training sessions outside of the building. Record of such conducted sessions and teacher attendance in completion of the 7.5 hours of training will be maintained in a secure filing cabinet in the care of the school secretary. Professional reading materials and videos on ESL methodologies are available to teachers as well.

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?

Paste response to questions 1-4 here

Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling. These investments can take place in or outside of school, with the intention of improving the ELLs' learning

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow.

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in September where parents watch the video that provides information on the ELL programs, parents are also explained by the school Parent Coordinator, who is in attendance, the different services and support that are available at P.S.153. He encourages them for their participation in the following:

- \* Parent Association's General Meetings
- \* School Leadership Committee
- \* I.E.P. Conferences
- \* Parent-Teacher Conferences
- \* Parents' Meetings and Workshops( conducted by the parent coordinator or Literacy coach
- \* ESL Parent Orientation
- \* Field Day
- \* Parents Learning Leader Volunteers
- \* Fundraising

Wherever and whenever ELL parents are involved, the school makes sure that translation and interpretation services are available. Letters of invitation to parents are either informally translated by a school personnel who speaks the language of choice by the parents, or officially done in writing by an outside translator/vendor. A designated interpreter from among the staff or a parent volunteer is present at any of the meetings to assist parents with language difficulty.

#2. P.S. 153 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- \* Dare 2
- \* Dream Fatherhood
- \* Learning Leaders
- \* UFT Dial-a-Teacher
- \* Jafa Grandparent Connection
- \* Community Bades Afterschool Programs
- \* Community Education Council
- \* District Family Advocates Office

#3. The needs of the parents are evaluated in various ways:

- \* Creating a dialogue between the parent and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. A few parents have approached the ESL teacher in the past regarding adult programs that offer English language instruction. She gladly assisted them getting registered in those programs at nearby districts.
- \* Parents of ELLs are not excluded from Parents Association. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- \* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- \* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

\* Surveys are conducted with the Parent Association and outreach workshop activity. Also, the Parent Coordinator gets input through Community Partners.

#4. On a school-wide basis where P.S.153 addresses the needs of the parents, including ELLs' parents, the data received from parents' responses to school's outreach, such as, the Parent Association and Community Partners are reviewed. Then the school looks to offer workshops and resources that help empower them in the area they showed a need in. This is done through various organizations, such as, Learning Leaders, our network provider, Grandparent Connection, and workshops facilitated by the Parent Coordinator, just to name a few. Each workshop is chosen not only to give the parent information and resources, but hands-on experience giving them the necessary skills and/or information to help them in the area they need assistance in. Where needed, a language interpreter is made available at these sessions.

## 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)		1				1								2
Intermediate(I)	1		1											2
Advanced (A)	3	2	1											6
Total	4	3	2	0	0	1	0	0	0	0	0	0	0	10

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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									0
4									0
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
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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. The early literacy skills of ELLs in K-2 are assessed with the administration of Teachers College Reading and Writing Project (TCRWP) by the classroom teachers. The reading assessment tools tests the students' accuracy and self-correction, comprehension and fluency. The child's ability is measured in comprehension and answering literal and inferential questions after they are read a story. The child may respond to questions in numerous ways, but is acceptable only as long as the response for that question demonstrates the child's understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, appeal for words, long pause and as told or aided. The child is tested on concepts of print, phonemic awareness, recognition of letters and sounds, and word recognition.

At P.S. 153, there's only four ELL in Kindergarten who is assessed in the literacy skills by the classroom teacher. The ESL teacher plans instruction to develop vocabulary, phonemic awareness and reading readiness to help the student. A less threatening classroom environment is established to help the child respond more positively. Articulation with the teacher is done more often, and the parent's cooperation is solicited to follow up on the child.

#2. As a whole, ELLs serviced in 2011-2012 showed progress as 70-75% of them scored an overall level of Proficient. Kindergarten and 1st Graders have significantly made so much gains and scored Proficient. The 2<sup>nd</sup> Grader in General Ed did remarkably well, while those in Special Ed who were X-coded in previous years proved wanting in Reading and Writing, most of whom in the Beginning level and Intermediate level. The 5th Grader in Special Ed showed progress as per her NYSAA assessment both in ELA and MATH.

#3. ELLs in Kindergarten and 1st Grade made remarkable gains and tested out, obtaining PROFICIENT in the recent test. Classroom teachers of these incoming 1st and 2nd Graders must be aware that they are just making transition to monolingual classes and should have proper planning and continually employ ESL strategies in reading comprehension and assure thorough development of writing for school year 2012-2013. The reading/writing modalities should include vocabulary enrichment.

Evidently, in the results of NYESLAT 2012, reading and writing are found wanting in the 1<sup>st</sup> and 2<sup>nd</sup> Grade Special. This will substantially affect instructional decisions. A review of the NYESLAT results for General and Special Education students who were X-coded in the 4th and 5th Grades reveal that reading and writing should be further developed for the next school year. Guided reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferring with students will assist them to build skills in organizing content and improving mechanics. Differentiated instruction will allow the ESL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every six weeks and adjustment made to instruction based on the analysis of those assessments. ESL Goals for each grade and individual students are established at the beginning of the year and updated regularly.

#4. A. At a closer look, the pattern across proficiency in Kindergarten is constant. All these ELLs tested out.

The 4th Grades in Special Ed and who are X-coded remained in the Intermediate or Beginning levels, Two made some gains and scored ADVANCED.

B and C. 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.

#5. Does not apply to P.S. 153.

#6. The success of the ESL Program for ELLs is based on the results of the standardized tests by scoring 3 and 4 in ELA and Math, and ELLs making at least one year's progress. Success in the NYESLAT is measured by the students moving one proficiency level on the NYESLAT exam. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then there's favorable outcome, and truly ELLs have made a mark.

Additional evidences of success for ELLs may also be measured by performance-based tasks, such as:

- \* accurate paraphrase of what is heard or read
- \* following directions that involve multiple steps
- \* using concept maps, semantic webs, or outlines to organize information
- \* producing a summary of information found in biography, text books
- \* using facts and data from articles
- \* writing essays for content areas
- \* using technical terms correctly
- \* producing flow charts and diagrams that show relationships among information

## 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.

Paste additional information here

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Goka	Principal		1/15/13
DonnaMarie Kinford	Assistant Principal		1/15/13
Ronald Hartridge	Parent Coordinator		1/15/13
Marilyn Fusaro	ESL Teacher		1/15/13
	Parent		1/15/13
Susan Laspina	Teacher/Subject Area		1/15/13
	Teacher/Subject Area		1/1/01
Andrea Miale	Coach		1/15/13
	Coach		1/1/01
Christine Parks	Guidance Counselor		1/15/13
Petrina Palazzo	Network Leader		1/15/13
	Other		1/1/01

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11X153      **School Name:** Helen Keller School

**Cluster:** CFN      **Network:** 606

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Assessing the parents' needs for the type of communication that will help them have an access to information about their child's education is vital to P.S. 153. Our school begins by looking into the preferred languages of the parents in which they want school information/letters should be provided to them from the following:

- 1) Home Language Survey Forms they completed at registration
- 2) Emergency Cards

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the above-mentioned records, it was revealed that approximately:

- 70% prefers information materials, notices or letters provided to parents in English only
- 20% prefers English and Spanish
- 10% in Spanish

The school administrators, personnel, and every classroom teacher are made aware of these written and oral interpretation needs of the parents and cater to their request whenever information materials, notices, letters are sent out, or even providing for interpretation with the help of the school personnel who speaks any of the 8 covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In addition to the information materials that are centrally prepared by the Translation and Interpretation Unit and made available in the 8 covered languages, P.S. 153 ensures timely delivery of other written information vital to parents by sending out important materials translated in-house by school staff or parent volunteer. As much as possible, these written translations are made parent friendly. There is no need for an outside vendor. If a written translation is not readily available, a cover letter or notice on the face of the English document indicates to the parents how they can request translation or interpretation of such document. Written in their preferred language, parents are instructed to obtain translation services that are available for downloading on the DOE's Translation ResourcesPage. Signage in multilingual posters providing instructions on where to obtain written translation and interpretation service are printed and also posted in conspicuous locations in the school building.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School staff and parent volunteers will be used as oral interpreters to render spoken communication between parent and school during parent meetings and workshops. CDs in various languages that provide orientation to parents of newly enrolled English language learners will be made available at the session, and by telling parents to download from DOE website. Requests for oral interpretation may be made by our school from the Translation and Intervention Unit only when the school event falls within the type of events covered , or obtain from an outside vendor when language is not among the 8 covered languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 153 will provide timely translation and distribution of critical communication including: registration and selection, standard and performance, conduct and discipline, safety and health, placement in Special Education or English Language Learner's academic program, transfer and discharges. The school will provide interpretation service on-site and over-the-phone by available school personnel during regular business hours.

P.S. 153 will provide parents with written notifications of their right regarding translation and interpretation in the appropriate language and instructions on how to obtain such services.

P.S. 153 will post a conspicuous location near the primary entrance, a sign indicating the school's administrative offices where a copy of written notification about language assistance services can be obtained.

P.S. 153 will ensure parents in need of language assistance are not prevented from reaching the school's administrative offices due to language barriers