



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HELEN KELLER
DBN (i.e. 01M001): 11X153
Principal: VERONICA GOKA
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Superintendent: ELIZABETH WHITE
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Veronica Goka	*Principal or Designee	
Judy Hall	*UFT Chapter Leader or Designee	
Karlene McLarty	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
DonnaMarie Kinford	Member/ Staff	
Elitia Mattox	Member/ Staff/Chairperson	
Maria Fernandez	Member/ Staff	
Carmen Verola	Member/ Staff	
Stephanie Fortuna	Member/ Staff	
Chamaine Brown	Member/ Parent/ Secretary	
Wendy McSpadden	Member/ Parent	
Denise DeJesus	Member/ Parent	
Lilian Guity	Member/ Parent	
Dalvanie Powell-Filmore	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014, 75% of teachers engaged in the ADVANCE evaluation will make progress based on the initial survey on Domains 2 and 3 in the Danielson evaluation by advancing to the next competency level. Assessment measure will be comparative, Measure of Student Learning (MOSL) to Measures of Teacher Practice (MOTP) at years end.

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 2013 common core aligned state assessment results in ELA and Math, less than 50% of students in grades 3-5 scored at proficiency level. In order to ensure that teachers are planning adequately and providing more rigorous instruction to all students, all teachers must improve their pedagogical practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will complete a survey on Danielson Domains 2 and 3 and reflect on their practice
2. Teachers will identify their professional goals for the 2013-2014 school year.
3. Supervisors will conduct formal and informal observations and provide effective feedback.
4. Teachers will participate in differentiated professional development to improve their practice
5. Teachers will work within teacher teams and inquiry groups to share ideas

B. Key personnel and other resources used to implement each strategy/activity

School administration and all teachers
Instructional coaches
Aris Learn
Advance Support
Network Support (CFN 606)
Talent Implementation Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Initial planning conferences
Mid year conversations
Data was compiled to discern school trends
Teacher observations report
End of year conversations
Student outcomes- analysis of formative and summative assessments with comparison of teachers' ratings in corresponding areas

D. Timeline for implementation and completion including start and end dates

September 2013-June 2014

Sept/Oct Goals
 Year round – Professional Development
 Assessment checkpoints
 End of year MOTP and MOSL reports

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Faculty Conferences
 Common planning periods
 Lunch & Learns
 Inquiry Thursdays
 Afterschool workshops
 Professional Half Days
 Professional Development
 Intervisitations

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).

Evidence of teacher communication with parents on student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding
 Citywide Instructional Expectations

Goal and Action Plan #2

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.

By June 2014, all teacher teams will modify ReadyGen Curriculum by completing all 5 units to meet the needs of all students including Students with Disabilities, English Language Learners and Gifted and Talented students.

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 2013 common core aligned state assessment results in ELA and Math, less than 50% of students in grades 3-5 scored at proficiency level. There is the need for more rigorous curriculum aligned to the CCLS. All students must be exposed to high level instruction that will enable them to succeed.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will collaborate weekly to plan instruction that meets the needs of all students
Common Core aligned Literacy/Math program.
Professional Development to support implementation
Provide access to multiple entry points for all students
Differentiated lesson planning and instruction
RTI- Provide tiered intervention to at risk students

B. Key personnel and other resources used to implement each strategy/activity

Administration
Coaches
Grade leaders/teachers
Varied instructional materials based on needs of students
Use of technology

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Looking at Student Work
Interim Progress Reports to show growth
Student Assessment (Formative/Summative)
Lesson Plan Feedback
2014 New York State ELA and Math scores

D. Timeline for implementation and completion including start and end dates

September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

2013 153 Summer Institute
DOE Summer PD on ReadyGen and GoMath

Weekly planning periods
 Monthly Lunch & Learn
 Inquiry Thursdays
 Afterschool workshops
 CFN 606 Workshops

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).

Regular communication with parents
 Parent monthly newsletter
 Parent Workshops
 PTC Extended conversations
 School website
 Interim Progress Reports
 Use of Think Central at home for Math
 Class Parents
 School Messenger

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding
 Grants to purchase technology
 Core Curriculum Support
 ELA/Math Student Support

Goal and Action Plan #3

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.

By June 2014, at least 25% of parents will be involved in workshops based on the CCLS and the new Core Curriculum (ReadyGen and GoMath) to support their children to meet the rigorous standards. Parent attendance will be tracked throughout the year to read targeted goal.

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.

Most parents are not familiar with the CCLS, Instructional Shifts and the level of standards that the students are required to meet. Providing monthly workshops and giving the parents the opportunity to share their understanding and next steps will help to support the students

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Parent Workshops (Weekdays AM and PM and Saturday)
Child Care provided for parents to attend workshops
Enticements/Raffles
Parent Survey of Topics
Phone Messenger
Gold Star Parents Bulletin Boards

B. Key personnel and other resources used to implement each strategy/activity

Administration and Teachers
Coaches
Guidance Counselors
Parent Coordinator
College and career liaison
NYC Parent Resource Guide
ARIS
School Website

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Number of parents who attend each workshop
Parent reflection and next step
Feedback from parent surveys

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Number of parents who attend
2. Outreach to attract more parent participation
3. Recognition/Gold Star Parents
4. Charts, paper and folders to prepare materials for parents
5. Time provided for staff preparation as needed

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).

Parents will be encouraged to partner with school to support students
Parents will be motivated to attend workshops as indicated above

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Fair Student Funding Funds from Parent Association for refreshments										

Goal and Action Plan #4

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

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
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academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Phonemic awareness; Phonics; Fluency; Comprehension; Writing These programs are used based on the level and needs of the students Wilson Foundations: Recipe for Reading LLI Leveled Literacy Interventions Source Book Triumphs Great Leaps Targeted Reading Intervention I-Ready-on line	Small group One on one	During the school day Extended Day
Mathematics	Computation and problem solving Based on level and needs Go Math Intervention Soaring to success-online interactive Mega Math-on line Envision Targeted Mathematics Intervention I-Ready-online	Small group One on one	Small group One on one
Science	Integrated into literacy	Small group	During the school day
Social Studies	Integrated into literacy	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services provided by counselor, psychologist and Social Worker through peer mediation, talk/play therapy	Group/One on one as needed	As needed during the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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 with Title I parents 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 Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in 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) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

School Responsibilities

PS 153 will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

P.S 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;
- Extending parent-teacher conferences for those students in Grades 4 and 5 who scored 1 or 2 proficiency level on the ELA or Math state assessments in 2013
- Providing parent workshops on Common Core Learning Standards and the Shifts in educational practice
- 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 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 School-Parent Compact are distributed and discussed with parents each year;

P.S. 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;

P.S. 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;

PS 153 Administration Agrees to:

- **Show 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**

P. S. 153 Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department 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;
- Share responsibility for the improved academic achievement of my child;

I. P. S. 153 Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 11	Borough Bronx	School Number 153
School Name Hellen Keller School		

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

Principal Veronica Goka	Assistant Principal Donna Marie Kinfors
Coach Andrea Miale	Coach type here
ESL Teacher Marilyn Fusaro	Guidance Counselor Christine Parks
Teacher/Subject Area	Parent Karlene Mc Larty
Teacher/Subject Area Juliet Gillespie	Parent Coordinator Ronald Hartridge
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	668	Total number of ELLs	12	ELLs as share of total student population (%)	1.80%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out		6	1	3	0	1								10
Push-In		0	1											1
Total	0	5	2	3	0	1	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12		4							12
Total	12	0	4	0	0	0	0	0	0	12

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In addition to the LAB-R and the NYSESLAT, students are assessed using the Fountas and Pinnell Reading and Writing Program to determine their instructional levels within the class and assist with instructional planning. 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, and response is told or aided. The child is tested on concepts of print, phonemic awareness, recognition of letters and sounds, and word recognition. Based on the results of the assessment, students are grouped according to their level and provided differentiated and explicit instruction. ELL students tested at P.S. 153 are below at least two reading and writing levels.

At P.S. 153, Kindergarten ELLs are 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. ELL students tested are scoring below grade level and enter as non-readers with minimum recognition of letters, their sounds and pre-primer sight words.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the data patterns across proficiency levels and grades, ELL's are continuously scoring higher in the listening and speaking sections. While most of our ELLs have demonstrated gains in reading and writing scores, they continue to struggle in these areas. It was found in the LAB-R, that the newly enrolled students are entering the educational system with no prior knowledge of the English language orally or written in form. However, the students that took the LAB in Spanish dominated their language orally but limited in written form. Our NYSAA students continue to stay at the same proficiency beginner level. Overall, gains have been made in speaking, listening, and reading, and writing. Three students moved up a proficiency level from intermediate to advanced and one moved from beginner to advanced. The others scored gains within each strand with the exception of an ELAND candidate and a SWD.

The spring NYSESLAT modality reports are not available on RNMR at this time.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

All instructional decisions are based on the needs of our students. Our school is currently using the Fountas and Pinnell and NYSESLAT scores to make instructional decisions. The ESL teacher and classroom teacher work collaboratively during a common planning time to provide our ELLs with the necessary scaffolds and strategies needed to support the instructional needs. Due to the RNMR report not being available, AMAOS can not be created and current patterns can not be assessed.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. The patterns across proficiency levels indicate that our K-5 students move up a proficiency level or some stay within the same level but demonstrate progress. Our Special Ed and who are X coded remained in the Intermediate and Beginner levels. Our ELL's received similar scores on the state ELA and Math exams compared to non-ELL's.

Teachers and administrators use the results of the ELA and Math assessments (including NY State Assessments and Unit tests) to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. Consistently analyzing data is a focus and a trend at P.S.153. These assessments provide teachers and administrators the progress the ELL students make throughout the year. It addresses the needs of the students and informs us as to whom is progressing and what needs to be retaught or needs clearer modification.

4b and c NA for periodic assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

At P.S 153 we use data to guide instruction for ELL's within the RtI framework by using the data collected from various assessments and collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for the linguistically diverse student. Within in the classroom, students are provided with scaffolding and ESL methodologies to access curriculum and also placed in targeted small groups based on their needs. All ELL students also use Starfall, a computer based program to support their language development. When students are specifically identified as struggling, additional supports are put in place such as: Extended Day RtI groups and targeted small group instruction outside of the classroom, for example, Foundations and Wilson groups. When students continue to demonstrate a struggle, then they are presented to the team to devise a plan for improvement. If a student demonstrates persistent difficulties and challenges despite additional, high-quality interventions and supports over a period of time, the student is presented to the Pupil Personnel Team for further targeted support and or special education evaluation services

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

At P.S. 153 we use effective instructional strategies for English Language Learners and consider second language acquisition as we develop and deliver our academic instruction. Our instructional strategies include: scaffolding and ESL methodologies to help our ELL's access the curriculum. When possible, we provide native language support by administering the Spanish LAB to gain better insight on their L1 abilities. Additionally we provide, glossaries, bilingual dictionaries, program consumables in native language (when available), literature in L1, and use of technology for various reasons.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

We currently do not have a dual language program.

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

The success of the ESL Program for the ELLs is based on the results of the scoring.43 gain on the NYSESLAT. Success in the NYSESLAT is measured by the students moving one proficiency level on the NYSESLAT exam. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive language proficiency, then there's favorable outcome, and truly ELLs have made a mark. Additional evidence of success for ELLs may also be measured formal and informal assessments such as: performance-based tasks, teacher created assessment, program assessments, student observation, and conferencing notes. ELL's increasing within a proficiency level or progressing from one level to another is also a clear indicator that our program is successfully supporting their instructional needs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered by our certified ESL Coordinator/ Teacher, who is spanish speaking, or a designated pedagogue that is available to support when a student is initially registered at our school and their home language is a language other than English. The ESL Coordinator is our primary, licensed pedagogue who supports the families in completing the HLIS. When she is unavaiable we have a secondary group of designated, English speaking, licensed pedagogues to assist the families in completing the HLIS. They are as follows: IEP/SETTS teacher, Technology Teacher ,Assistant Principal,and AIS teacher. In the event that a family needs specific language translator, a translor is contacted and if one is available they will help with the HLIS. In addition to the HLIS, the ESL coordinator also conducts informal interviews with the ELL students to determine

their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R and/or Spanish LAB by the ESL coordinator. The HLIS is always completed with the assistance of a pedagogue.

Once students are identified as ELLs based on their LAB-R scores, which is below proficient, they are then provided ELL services. The RLAT ATS report provides us with each student's LABR scores, proficiency level (beginner, intermediate or advanced), and the student's previous years NYSESLAT scores which in turn determines their NYSESLAT eligibility. In the spring the ESL coordinator administers the NYSESLAT to all students that score below proficient to measure their progress in the four modalities listening, speaking reading and writing. Students are tested annually according to the RLAT report until they score proficient. Once a student becomes proficient in all four modalities students ELL services are discontinued and they receive transitional support for two years. These transitional services include but are not limited to: ELL strategies used in the classroom, test modifications, Academic Intervention Services, academic afterschool support.

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.

P.S. 153 promotes parental involvement encouraging parents to become active participants in their child's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the Fall and Spring or as the need arises. The workshop is presented by the ESL and Parent Coordinator, in which they view the video in English and then the parent's native language, explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent by backpack in several languages, to notify them.

During the meeting, pamphlets in the parents' native languages are distributed to further clarify the programs that are available at P.S. 153 and the DOE. Parents or guardians are also given compliance letters in their native language, identifying their child as an ELL student and indicating the language proficiency level for the student. Following a thorough explanation of the programs, Transitional Bilingual, Dual Language, and Freestanding ESL by the ESL coordinator, parents sign the appropriate entitlement letter (Appendix D) from the LAP kit, indicating their program choice and placement is made for their child within 10 days. After indicating their program choice and a signature, placement is made for their child within 10 days.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL Coordinator/Teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. Over the course of the year the ESL Coordinator/Teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. A Parent Orientation Session is also offered when there is more than one parent that can attend on a specific date.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL Coordinator/Teacher keeps an updated list making periodic adjustments to ensure that all identified ELL students have a signed entitlement letter (Appendix D) and the placement letters are kept on file in a binder. These files are kept in the ESL Coordinators office. The ESL Coordinator updates these lists by making periodic changes of all new admits, making sure the program selection letters are returned. If not returned, parents are contacted by phone and a second notice will be sent home. If no letter is returned, we attempt to have them sign and select a program of choice during Parent Teacher Conferences or during a dismissal procedure and inform the parent of the Parent Orientation meetings. P.S 153, 100% of the entitlement letters are signed and dated.

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.

In cases where Spanish is the dominant language, parents are given the option of placing their child in a Transitional Bilingual Spanish class within the district. However, we keep a waiting list if more than 15 students in one grade or two consecutive grades who chose bilingual as a choice and that speak the same language. P.S. 153 is prepared to open up a

Transitional Bilingual program for those grades. At P.S. 153, Freestanding ESL classes are offered from grades K-5. Parent choice is based on all three programs available in the NYC, not only programs currently available at our school. Students are then placed in grade appropriate classrooms and receive instruction in English. English language supports are provided both by the ESL teacher and classroom teacher through push-in or push-out model.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in English. Translation services are used when ever possible to accommodate families. The ESL Teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cumulative record. The coordinator also keeps updates the ELPC screen in ATS within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL Coordinator/Teacher prints out all eligibility for the LAB-R and NYSESLAT using reports from ATS each Monday identifying new admits eligible for the LAB testing. The ESL Coordinator/Teacher tests the student within the 10 school day period frame, hand scores it, and keeps a record of each student. For the NYSESLAT, the teacher prints out the RLAT and RNMR reports to identify students who are taking the assessment. The teacher then creates a schedule to administer each modality(Listening, Speaking, Reading, and Writing) within the testing time frame and in accordance with the state testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Educational Plan (IEP) are provided with the appropriate testing accommodation. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the tests are scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged scanning.

6. 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.) 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. [?](#)

It has been a trend at P.S. 153 that parents have chosen the Freestanding ESL Program as their option. Of the 12 students identified as ELLs, all parents chose the ESL program rather than the Bilingual and Dual language programs. Some of our students have been placed in ESL from a previous school and still are eligible for services to remain in the program. Our ESL freestanding program is fully aligned with parental requests.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a & b. The ELL program at P.S 153 uses the push-in/push-out model and students are placed in groups according to their proficiency level. A certified ESL teacher provides students with the appropriate mandated hours of instruction. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students in the advanced level receives 180 minutes of ESL instruction.
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)?

The ESL Teacher instructs using the Free Standing model push-in and pull-out and provides two units of ESL (360 minutes) of ESL instruction per week, by a certified ESL teacher. Students in the advanced level receive one unit (180 minutes) of ESL instruction as part of the CR Part 154.:
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 foster language development and meet the demands of the Common Core Learning Standards.

At P.S. 153, content areas are delivered in English with classroom and enrichment teachers using ESL methodologies throughout the day. The ESL program at P.S.153 increases the students' language acquisition in a non-threatening environment through listening, speaking, reading, and writing activities. Some instructional strategies that the ESL teacher employs are the SIOP, Language Experience Approach, CALLA, TPR (Total Physical Response), Peer Tutoring, Cooperative Learning. In the classroom adaptation to ELLs have been added to our curriculum to support students learning. Instruction is differentiated, scaffolded, along with Higher Order Thinking Skills (HOTS) which are incorporated across the content areas to make it accessible and comprehensible for all students when applying rigor for the ELLs. Our school curriculum is based on the Balanced Literacy approach(Ready Gen) implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The materials used in the ESL program are ,Moving into English, Keys to Learning,Finish Line in ELA and Math,NYSESLAT and Beyond, Bilingual dictionaries, thesauruses and glossaries for Math and Science. ELLs also use Smartboard interactive whiteboard activities ranging from educational games to formal assessments .Supplemental resources teachers use are websites, such as, spellingcity,Starfall, Brainpop, google translate(native language support) and various ELL sites to provide additional support in deeper understanding of academic vocabulary and non-fiction text. Additionally, we have a music, drama and physical education for all learners. After-school, we have eight extra curricular clubs that allow ELLs to participate with their native English speaking peers, while developing academic vocabulary that connects to content areas as well as basic vocabulary skills for social use.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native language when possible. Spanish, being our dominant languagefor ELLs is supported by the Spanish speaking ELL Coordinator/Teacher. Our ELLs are able to take the Spanish LAB and take the state mathematics exam in Spanish. Translators are available to support our students during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries, when being assessed on local and state levels. ELLs who speak languages other than Spanish have access to bilingual dictionaries, and content area vocabulary glossaries as well. We provide our students with translators when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At P.S. 153, ELLs are evaluated in all four modalities (speaking,listening,reading, and writing) of English acquisition throughout the school year by being evaluated on peer editing,demonstration ,debates, modeling, following instructions , and writing reports. All students are assessed using LAB-R, unit tests,exit tickets, Fountas and Pinnell, running records, and NYSESLAT. Teachers target students specific instructional needs using the four modalities and are used to drive instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At P.S. 153, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

- a. Currently we have no SIFE students , but in the event that we do have SIFE students enter our school, we will provide them with classroom support from the ESL teacher and AIS teacher.
 - b. Currently we follow the push-in/ pull-out model, therefore our ESL teacher provides our newcomers students with in classroom supports. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. Since all teachers meet collaboratively for curriculum planning on the grade level teams and work together to analyze collected data, student needs are addressed and revised on an ongoing basis. For our students who are recent arrivals our ESL teacher provides them with additional supports in small groups outside of the classroom using the Keys to Learning for Newcomers program, Moving into English and Wilson Foundations.
 - c. We do not have ELLs receiving service for 4-6 year, but in the event we do, we will provide classroom supports from the ESL teacher similar to that of the newcomers. In addition to the in classroom supports, ELL students will also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pullout program) which is a literacy intervention program . ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials.
 - d. Presently, we do not have any long term ELLs, but in the event that we do have them in our school we will provide them with classroom support and AIS. After assessing the student, should he/she require additional supports we will plan accordingly.
 - e. The plans for ELLs after testing proficient, is to provide them with small group instruction, continued ESL methodologies, and AIS support across content areas. Additionally, they are provided with test modifications for the remaining two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The classroom teacher, the special education teachers, and the ESL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. ELL adaptations have been added to the curriculum to enhance the instruction for ELLs. Instruction is scaffold and differentiated with the support of the ESL teacher (ESL-push-in/ pull-out program). Teachers model strategies and skills for reading and writing through mini lessons, using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic abilities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At P.S.153, we use curriculum, instruction, and scheduling to meet the diverse needs of the ELL-SWD by providing small group instruction, differentiation, and the use of ESL strategies to enhance their learning. We use the push-in/ pull-out model to service the ELLs during SETTS and ESL services. Flexible programming is used to maximize time spent with non-disabled peers as needed. As an ELL-SWD the ability to communicate with peers and teacher is essential ,as well as, providing instruction to achieve sufficient level of academic proficiency to function with assistance in listening, speaking, reading, and writing. The teachers collaborate to address the students’ academic needs during informal and formal conferencing. All students with disabilities receive the mandated ESL minutes of instruction, as per CR-Part 154, provided by the ESL certified teacher.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

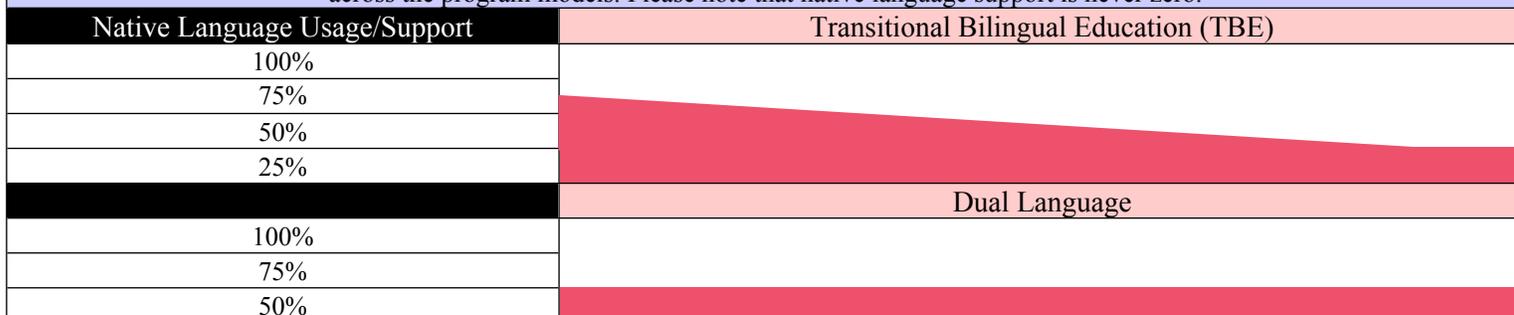
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language 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.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.

Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy and mathematics are provided with AIS support ,in addition to interventions mandated during the school day by teachers. In ELA, students are placed in small group and explicit instruction is taught. The use of organizers, sentence frames, vocabulary boxes, and educational web sites are used to support the learning. In math, small group and scaffolding are strategically used to assist the student learning. The use of math organizers, mats and manipulatives are used. Math sites like, AAA math, Khan Academy, and Sheppards Software are used for further visual and interactive practice. All ELL students in grades K-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As mentioned before, the ELLs have made linguistic progress from K-5. Out of 12 students who took the NYSESLAT during the 2012-2013 school year, made growth within the advanced level , two increased a level from intermediate to advanced, one stayed within the level but made progress, and the NYSAA student stayed at beginner level. In accordance to this data, progress is demonstrated and ESL instruction is meeting the needs of our ELL population. .

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, P.S. 153 plans to incorporate a computer based program Starfall and Moving Into English for academic support. The program offers extra reading and writing strategies for ELLs, via scaffolding and modified lessons . We also purchased the Foundations/Wilson Program for ELLs to provide multi-sensory language development for ELLs in all language levels.

12. What programs/services for ELLs will be discontinued and why?

Fiscal budget works against the favor of ELLs. CASA 462 is not a Title III and is not receiving any allocated amount for supplementary programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs, curricular and extracurricular. ELLs are invited to participate 1) 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) Additional support from Guidance Counselor and Social Worker 4) All school activities, such as, student government, field trips, book club, arts, music, Ballroom Dancing, Drama/Theatre Works 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used at P.S. 153 are computers, Smartboards, ipads, laptops, textbooks, workbooks, dictionaries in students native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in the ESL Free Standing program by providing use of dictionaries in their native language, novels, and when possible, oral translation by either "buddy" student or teacher.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

At P.S.153, all required support services, materials, and resources corresponds to the ELLs ages and grade levels. In each

classroom they are leveled books to meet the needs of the students (Beginner-Proficient) and bilingual leveled books. We also provide students, especially new admits, with a desk top dictionary in their native language for clarification during lessons. Teachers use the Ready Gen, Go math, Harcourt Science and Social Studies NYC Edition programs and provide the additional support using the ELL strategy component of the program.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, newly enrolled ELLs are invited to attend summer school, if space is permitted.

18. What language electives are offered to ELLs?

At P.S. 153, no language electives are offered.

19. For schools with dual language programs:

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

We currently do not have a Dual Language Program at P.S. 153.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-4 Every effort is made by administration to send the ESL teacher to as many applicable professional development sessions as possible. The ESL Teacher 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 and attended the Annual ELL Conference at the LaGuardia Sheraton. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, grade level or Inquiry Team meeting to specifically align with Common Core Standards. An ESL specialist from the Children First Network 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. To ensure teachers have fulfilled the minimum 7.5 hours of ELL training copies of the ELL training professional development outlines, and sign-in sheets are stored in the Compliance binder which is housed in the ESL teacher's office. An additional copy of these records are kept in the Faculty Conference binder by the school secretary.

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.

At P.S.153, we provide our staff opportunities to attend different workshops and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teacher provides support in Middle School selection process by explaining the importance to assist in Middle School Fairs, translating any information required and assisting in travel plans for the new school. Our guidance counselor is also actively involved in the process by assisting ELL students select schools that have specific supports for their academic achievement and provides additional literature to inform them of NYC schools. Literature in their native language is provided when available.

Calendar of PD dates for 2014:

Professional developments opportunities that have or will be offered this school are as follows:

September- ELL Intake Process for Office Staff and Parent Coordinator

September- ELL Parent Orientation -Parent Coordinator

November – Supporting English Language Learners in Math Class

December – Strategies for Teaching English Language Learners

January – Collaborating to Meet The Needs of English Language Learners

February – Differentiated Instruction For English Language Learners

March – Classroom Instruction That Works With English Language Learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1-4 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 the beginning of the school year, 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. The Parent Coordinator 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
- * Fundraising
- * Community Circle

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.

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

- * Montifiore Hospital
- * UFT Dial-a-Teacher
- * Community Education Council
- *District Family Advocates Office
- * Community Bades After School Program
- * Dream Fatherhood

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.

On a school-wide basis, 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 offers workshops and resources that help empower them in the area they showed a need in. This is done through various organizations, such as, Dream Fatherhood 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>P.S 153</u>		School DBN: <u>11X153</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Goka	Principal		12/3/13
Donna Marie Kinford	Assistant Principal		12/3/13
Ronald Hartridge	Parent Coordinator		12/3/13
Marilyn Fusaro	ESL Teacher		12/3/13
Karlene Mc Larty	Parent		12/3/13
Julliet Gillespie	Teacher/Subject Area		12/3/13
	Teacher/Subject Area		
Andrea Miale	Coach		12/3/13
	Coach		
Christine Parks	Guidance Counselor		12/3/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x153 School Name: Helen Keller School

Cluster: 6 Network: DSSI

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

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.

At network 606, P.S. 153, 1.80% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into written translation or oral interpretation in their dominant language. At our school we provide services for 9 Spanish speaking and 3 in Twi. This specific information is documented and maintained in the students emergency card. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish and Twi.

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.

Over three languages are spoken at P.S. 153, our dominant languages are Spanish and Twi. Oral and written translation are made available in Spanish and Tw by our multi-lingual personnel. At P.S. 153, Spanish is the primary language spoken by parents. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed through our multi-lingual staff members, which include the ESL Coordinator, Parent Coordinator, Administrator, and teachers on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed. Our findings indicate that 90% of our ELL student population indicate that Spanish is their home language. The school regularly translates all home letters into Spanish.

Part B: Strategies and Activities

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.

At P.S. 153, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by our multi-lingual school personnel. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed. To ensure timely provision of translated documents, the ESL coordinator, teacher, Office Staff or Parent Coordinator uses google translate or other translation devices to provide documents in their language.

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.

As indicated in Part A, at P.S.153, non-English speaking parents are provided oral interpretation services through translations by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success. P.S. 153 also employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis.
- o The use of the DOE's Translation Unit whenever required.
- o The school's phone system is equipped with a Spanish language option.

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>.

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.