

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X153**

School Name: **P.S. 153 HELEN KELLER**

Principal: **MEGHAN KELLEY**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 153 The Helen Keller School School Number (DBN): 11X153
pre-K-5
Grades Served: _____
School Address: 650 Baychester Avenue, Bronx, New York 10475
718-904-5550 Phone Number: _____ Fax: 718-904-5564
School Contact Person: Donna Buhl Email Address: dbuhl@schools.nyc.gov
Principal: _____
Meghan E. Kelley
UFT Chapter Leader: _____
Anell Veras
Parents' Association President: _____
Crystal Daniels- Reyes
SLT Chairperson: _____
Anell Veras
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
N/A
Student Representative(s): _____
N/A

District Information

District: 11 Superintendent: Meisha Ross-Porter
2750 Throop Avenue, Bronx, New York 10469
Superintendent's Office Address: _____
mross@schools.nyc.gov
Superintendent's Email Address: _____
718-519-2620 Phone Number: _____ Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718-828-4118

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meghan Kelley	*Principal or Designee	
Anell Veras	*UFT Chapter Leader or Designee	
Crystal Daniels-Reyes	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Donna Buhl	Member/Staff	
Taryn Kennedy	Member/ Staff	
Mahmoud Barrie	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan LaSpina	Member/ Staff	
Carmen Verola	Member/ Staff	
JoAnn Ojeda	Member/ Parent	
Rihanna Fields	Member/ Parent	
Sandra Taylor-Crump	Member/ Parent	
Charmaine Browne	Member/ Parent	
Jacque McIntosh	Member/ Parent	
Omar Gay	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 153 The Helen Keller School is an elementary school located on the Truman educational complex in Co-Op City. The school, located in the Northeast Bronx, serves approximately 750 students, who are either zoned to the school or are offered seats based on availability into the Gifted and Talented program. There is one Gifted and Talented class in K and two Gifted and Talented classes in 1-5 (36%). Approximately 12% of our student population receives special education services, and 2% receives ENL services. The number of students attending PS 153 continues to grow, and in the last two years the student population has increased by about one hundred and fifty. We have also expanded our program to include pre-kindergarten, which is in the first year.

The Helen Keller School Community's mission is that we are committed to creating a climate which promotes achievement of high academic standards and the pursuits of excellence. Our risk-free learning environment will ensure that all children will be motivated to face the challenges of the new millennium and become independent, critical thinkers, problem solvers and lifelong learners. They will learn to be caring individuals that develop an appreciation and respect for culture diversity. Through cooperation and participation of parents and the school community, our children will become productive citizens and leaders of tomorrow.

The Helen Keller school has had a rich history of academic excellence. The school's NYS assessment results exceed both the district and Citywide averages. In addition to a Gifted and Talented program, the school has a partnership with a District 75 program located in the building. There is also an after school partnership, Young Achievers, provided through Montefiore.

During the 2014-2015 school year our school made substantial progress in the following elements of the Framework: rigorous environment, collaborative teachers, and trust. Teacher teams revised the curriculum based on the challenges and strengths of earlier implementation, and included additional supplemental materials. As a staff we have worked tirelessly to deepen our instructional focus, refine our curriculum, and develop professional learning to improve our practices and ensure rigorous instruction. We created a number of teams, increasing collaboration and teacher leadership. Our Curriculum Mapping Team has been instrumental in making curricular modifications, increasing the rigor of our units of study, and has promoted collaboration across grades. In addition, the creation of our Grade Leaders team set the foundation for building teacher leadership and strengthening our vertical alignment as they worked to lead each grade team using an inquiry approach. We also created a Professional Learning Committee who developed cycles of learning and refined the plan throughout the year to ensure that teachers were fully supported and working in collaborative teams. Common writing rubrics were created as a result of one of our learning cycles and have strengthened our alignment to the Common Core Learning Standards and Instructional Shifts, and ensured consistent rigorous expectations. Over the past year we made significant progress in cultivating trust through increased communication, opportunities for collaboration, and by celebrating the success of our students and staff.

During the 2015-2016 school year we will continue to build on our previous successes while focusing on the following elements of the Framework: rigorous instruction, family-community ties, and supportive environment. Our goals, focus on further developing our students' writing, supporting the development of the whole child, and immersing our school in the Co-Op City community through projects and open communication.

11X153 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	701	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.4%	% Attendance Rate		94.2%
% Free Lunch	54.9%	% Reduced Lunch		11.7%
% Limited English Proficient	1.6%	% Students with Disabilities		16.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		57.7%
% Hispanic or Latino	25.6%	% Asian or Native Hawaiian/Pacific Islander		9.0%
% White	6.7%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	44.8%	Mathematics Performance at levels 3 & 4		49.5%
Science Performance at levels 3 & 4 (4th Grade)	84.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on the 2015 Common Core aligned NYS literacy assessment, 41% met or exceeded grade level proficiency standards. In our 2012 Quality Review report, the refinement of curriculum was an area that was identified as needing improvement, and in our 2015 Quality Review report curriculum was an area of celebration and rated well developed. Growth in the area of curriculum was based on the work of teacher teams and our Curriculum Mapping Team. During the 2014-2015 school year our school developed common writing rubrics which have strengthened our alignment to the Common Core Learning Standards and Instructional Shifts, and ensured consistent rigorous expectations. The rubrics have raised the level of writing expectations and provided common language for students and teachers. Based on the results of on-demand writing tasks, our school realizes the importance of focusing on the development of our students as writers.

Part 2 – Annual Goal

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

By June 2016, all teachers will provide rigorous instruction aligned to the Common Core writing standards and instructional shifts, supported by rubrics and curricula that are customized to the needs of each student as revealed by analysis of student work, resulting in a 15% increase in the percent of students at grade level as measured by our baseline and end-line writing performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop a school-wide Professional Learning Plan that provides differentiated learning opportunities that strengthen teacher capacity specifically in teaching writing, develop common writing strategies, and support the analysis of student writing samples.</p>	<p>Teachers</p>	<p>September-October</p>	<p>School Leaders, Grade Leaders, Coaches, Model Teachers</p>
<p>Create and use common writing anchor charts aligned to the Common Core Learning Standards.</p>	<p>Grade Teams</p>	<p>September-October</p>	<p>Grade Leaders</p>
<p>Support trust amongst grade leader through regular vertical meetings, as well as by developing norms and protocols to support their work.</p>	<p>Grade Leaders</p>	<p>September-June</p>	<p>School Leaders, Grade Leaders</p>
<p>Provide a February Achievement Institute to support struggling writers.</p>	<p>Students</p>	<p>February 2016</p>	<p>School Leaders, Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Monday professional learning time</p> <p>Per session allocated for regular after school meetings with grade leaders (2 hours/month/for 6 teachers)</p> <p>Per session for supervisor and teachers to support February extended learning opportunity.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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We will monitor student writing progress in grades 2-5 using the extended writing responses within the Sadlier Assessments. In grades K-1 we will compare beginning of the year baseline writing samples and mid year writing tasks to assess growth.

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

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

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

Part 1 – Needs Assessment

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

The 2014-2015 school year was the first year that our school incorporated a character building curriculum. To that end we wanted to create an environment where we built personal habits that lay the foundation for the success of our students. In addition, we created ways to celebrate success and acts of kindness both in school and at home. This included our Celebrating Growth and Success Tree, the development of “Bucket Filler Bucks” which could be spent at our Boutique, and regular celebrations such as our Bucket Filler of the Month ceremonies. Our Framework for Great School Report 2015 indicates that safety is an area of celebration; however the social-emotional measure scored below the Citywide average.

Part 2 – Annual Goal

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

All teachers will incorporate school wide strategies to support students’ in building resiliency, decision making, interpersonal and mediation skills that will result in an increase in the percent of students meeting or exceeding (Levels 3 and 4) in the Academic and Personal Behavior components of the report card.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our Professional Learning plan will provide opportunities for all staff to engage in a professional book study focused on the social-emotional development of students, including the development of characteristics such as grit. Teachers will choose from a menu of book options to discuss with colleagues.</p>	<p>All staff</p>	<p>September 2015</p>	<p>School Leaders, Professional Learning Team members</p>
<p>To support trust amongst the community time will be set aside each day for all students to engage in discussion or writing regarding the Project Wisdom message.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Guidance Counselors, Teachers</p>
<p>Student Government officers will be selected by their peers through an election, and the government will work closely with school leaders, sharing their interests and concerns, to positively impact school culture. Student Government will also be responsible for the development and implementation of a project that strengthens our school community.</p>	<p>Students</p>	<p>November 2015-June 2016</p>	<p>Student Government Advisor</p>
<p>At the heart of PS 153's supportive environment is the bucket filling philosophy. Bucket Filler Bucks will be distributed to students to reinforce academic and personal habits. Bucket Filler Bucks can be saved and spent at our 153 Boutique.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Funds allocated for Project Wisdom curriculum</p> <p>Funds allocated for professional books for book study</p> <p>Time allocated for student government to meet with advisory and school leaders</p> <p>Funds allocated for Boutique items</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>	

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

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

At the end of each semester we will analyze the percent of students meeting or exceeding the standard (Levels 3 and 4) for the Academic and Personal Behavior components of the report card.

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

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

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

Part 1 – Needs Assessment

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

The work of teacher teams is essential to improving teacher practices and student outcomes. Teams are scheduled to meet one period per week for Teacher Team Time, and engage in an inquire approach. During this time teachers examine student data, work samples, and unit and lesson plans. Based on the teams’ findings, teachers are empowered to make instructional decisions that increase achievement. Our teachers are programmed so that they have a number of other common times that they are able to extend, continue this work, or engage in other essential planning. During the 2014-2015 school year school leaders provided a number of supports including protocols to support this work. We are seeking to create greater consistency across teams in order to realize the greatest impact.

Part 2 – Annual Goal

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

Teacher teams will engage in collaborative professional learning to study and implement instructional practices that support student learning and improved teacher practice as evidenced by a 10% increase in the number of teachers who are effective or highly effective in 3c in June 2016 as compared to June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Each Teacher Team will select a subgroup of students that represents the larger population across the grade. As a team, every teacher will be responsible for the identified group of students, and will monitor and make instructional decisions for the larger grade based on the subgroup of students</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teacher Team</p>
<p>To support trust, teachers will continue to be provided with guidance on the facilitation of teacher team time, expectations, and how to track and monitor their work.</p>	<p>Teacher Teams</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Grade Leaders</p>
<p>School leaders will provide supports such as communicating clear expectations, providing professional development, and modeling the work of the team.</p>	<p>Teacher Teams</p>	<p>Fall 2015</p>	<p>School Leaders</p>
<p>Each team will share the impact of their work during Conference Days to build the sharing of best practices vertically.</p>	<p>Teachers</p>	<p>Fall 2015 and Spring 2016</p>	<p>Grade Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Time scheduled for Teacher Team Time</p> <p>Google docs developed to track the progress of subgroups</p> <p>Advance data system to measure teacher practice.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>During the February SLT meeting we will review the data regarding teacher growth in component 3c of the Danielson Framework.</p>

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

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

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

Part 1 – Needs Assessment

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

At the heart of our instructional focus is component 3B: Questioning and Discussion. During the fall of 2014 64% of teachers were effective or highly effective in 3b and 80% were effective or highly effective in the spring. Our focus continues to incorporate discussion as a vehicle for improving student writing. Specifically, we are seeking to develop the skill of engaging in genuine discussion where students justify their thinking, which will have a direct impact on strengthening writing across content areas. School leaders, teachers, and students are all focused on this area because we believe that that by increasing students’ ability to discuss ideas will lead to greater clarity in written expression, supporting academic success.

Part 2 – Annual Goal

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

Provide frequent feedback to teachers , and provide differentiated learning opportunities to develop and nurture effective and highly effective practices, resulting in a 5% improvement in MOTP ratings for component 3B from 80% effective in the spring of 2015 to 85% effective June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Learning opportunities will be provided that focus on the development of student writing, and will be planned collaboratively with the Professional Learning Committee.	Teachers	September 2015-June 2016	Professional Learning Committee, School Leaders
Teachers will be provided with frequent feedback for Advance, as well as informally.	Teachers	September 2015-June 2106	School Leaders
Teachers will engage in differentiated learning opportunities including: collaborative learning with the Teacher Development Coach (TDC), Inter-visitation, activities identified in Teacher Improvement Plan (TIP), and choice based on interest or area identified for growth.	Teachers	September 2015-June 2016	Professional Learning Committee, Model Teachers
School leaders will support trust by regularly calibrating and norming ratings and feedback.	School Leaders	September 2015-June 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding to support Model Teachers											
Funding to support per diem for teachers to engage in inter-visitation and other professional learning opportunities											
Per session funding to support teacher development beyond the school day											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

During the February SLT meeting we will review the data regarding teacher growth in component 3b of the Danielson Framework.

Feedback will be analyzed throughout the year to inform our professional learning plan.

Frequent monitoring of Advance reports with a focus on 3b.

Time scheduled for individual teachers or teams of teachers to work with school based coaches.

Time scheduled for individual teachers or teams of teachers to work with the Teacher Development Coach (TDC).

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

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

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

Part 1 – Needs Assessment

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

Our Elementary School Quality Snapshot indicates that 93% of parents are satisfied with the education that their child has received. The data further revealed that our school is adequately preparing students for the next level, as 98% of former students passed all core courses in middle school. However, our Framework for Great Schools Report 2015 reveals that we scored below the Citywide average for teacher outreach to parents and that our parent involvement in the school is equal to the Citywide average. During the 2014-2015 school we incorporated interim common grade level progress reports, as well as monthly grade level newsletter, increasing the frequency and quality of communication. In addition, teachers regularly met with parents to discuss student progress. Through our partnership with Learning Leaders we have a number of parent volunteers who work on special projects throughout the school, and two new parent groups were founded this year: The Fathers of Helen Keller and Nurturing Moms. In addition we provided a number of courses for parents included Common Sense Parenting. However, we are constantly seeking additional ways for more authentic parent involvement. In addition, we want to encourage more families to take an active role in our school community and want to provide many opportunities and choice in terms of how families can become involved. In addition, we want to take a more active role in the community and utilize the resources that are available to us within Co-Op City.

Part 2 – Annual Goal

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

By June 2016, increase authentic parent engagement as measured by a 5% increase in the number of positive responses regarding parent involvement in the school on our Framework for Great Schools Report, increasing from 77% in the 2015 report to 82% in the 2016 report

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A variety of workshops will be provided including Common Sense Parenting and Learning Leaders. The Parent Coordinator will meet with each Learning Leader to discuss interests, talents, and how they can best support the school. The Parent Coordinator will develop a calendar of monthly offering for parents.	Families	September 2015-June 2016	Parent Coordinator
A PS 153 App will be developed and utilized to communicate pertinent information and reminders. The App will be shared in the Parent Handbook, as well as in newsletters and marketing tools.	Families	September 2015-June 2016	Parent Coordinator
To support trust, the Parent Connection will be sent home monthly with the Grade Newsletter, providing families with an overview of the curriculum for the upcoming month, as well as strategies that families can use at home to support the classroom instruction.	Families	September 2015-June 2016	School Leaders, Grade Leaders
School leaders will work with the Parent Association to provide training for class parents. The class parent initiative will be launched in September.	Parents	September 2015	School Leaders, Parent Association

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Tuesday Family Engagement time used to develop grade level newsletter</p> <p>Tuesday Family Engagement time used to develop and complete Progress Reports (October, January, April)</p> <p>Funding allocated for Learning Leaders training and Common Sense Parenting</p> <p>Funding allocated for workshop materials</p> <p>Funding allocated for App development and fees</p>
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

In February 2016 our SLT will review the number of active parents not limited to Learning Leaders supporting our school, and the number of parents participating in Parent Association meetings, Breakfast with the Principal, and active class parents.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading and writing assessments, including running records and writing tasks	Phonemic awareness; phonics; fluency; comprehension; writing. Programs include: Wilson Foundations, Great Leaps, i-Ready	Small group, pull out and push in	During the school day, February Academy
Mathematics	Mathematics Performance Tasks, skills assessment	Computation; problem solving Programs include: Go Math interventions, Envision resources, i-Ready	Small group, pull out and push in	During the school day, February Academy
Science	Unit Assessments, Science Labs	Integrated into literacy	Small group within the classroom	During the school day
Social Studies	Unit Assessments	Integrated into literacy	Small group within the classroom	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Observations	At risk services including play/talk therapy are provided by guidance	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

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

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 153 The Helen Keller School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 153 The Helen Keller School** support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS 153 The Helen Keller School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 153
School Name Helen 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 ENL teacher, and one parent.

Principal Meghan Kelley	Assistant Principal DonnaMarie Buhl
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Kim Maxwell	School Counselor
Teacher/Subject Area type here	Parent Crystal Daniels-Reyes
Teacher/Subject Area type here	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	740	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7	0	0	3	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1	1	0									0
Chinese	0													0
Russian														0
Bengali	1													0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	0	0	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

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

Besides the NYSITELL and the NYSESLAT, students are assessed using the "Fountas and Pinnell" Reading Program. This program is instrumental in determining students' instructional levels within the classroom, and to assist with instructional planning. The reading assessment tools test the students' accuracy, self-correction, comprehension and fluency. After reading a story independently, the student's reading ability is measured in comprehension by answering literal and inferential questions. The student may respond to the questions in numerous ways, but an acceptable response is only one that demonstrates the student understands the passage. The running records for oral reading have a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, appeal for word, and response is told or aided. The child is tested on concepts of print, phonemic awareness, recognition of letters and sounds, and word recognition.

In addition to the "Fountas and Pinnell" Reading Program, the "Wilson Foundations" Program is used to assess and support students' letter, sound, and sight word acquisition. The "Words Their Way" Program is another assessment tool utilized to assess early literacy skills. Students are assessed using a spelling inventory to determine their knowledge of phonics and spelling patterns. Students are grouped accordingly based on the results, to a particular level and word sort. Lastly, students' early literacy skills are assessed using teacher created writing prompts. These prompts, which are based on the Common Core Learning Standards, provide an indication of students' writing abilities and adherence to the conventions of written English.

ELL students tested at P.S. 153 are below their counterparts in reading and writing levels. For the 2015-16 school year, the majority of ELLs at P.S. 153 are in K-2. After administering various assessments, students are grouped according to their levels based on the results. They are provided differentiated and explicit instruction that addresses the fundamental reading and writing skills, and strategies that they require. The ENL teacher plans instruction for the development of vocabulary, phonemic awareness and decoding, reading readiness, comprehension, and conventions of writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the data patterns across proficiency levels and grades, ELLs are continuously scoring higher in the listening and speaking sections of the NYSITELL and NYSESLAT. While most of our ELLs have demonstrated gains in the reading and writing scores, they continue to struggle in these areas. Consequently, more emphasis has been placed on improving reading and writing skills. Most of the ELLs scored at the Expanding Level on both assessments. Overall, gains have been made in all four modalities of Speaking, Listening, Reading, and Writing. The spring 2015 NYSESLAT scores revealed that three Kindergarten students moved to the Commanding level after one year of ENL services and two second graders and one third grader also scored Commanding. The other ELLs also obtained gains within each strand.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

P.S. 153 uses the Annual Measurable Achievement Objectives (AMAO) to analyze the achievement of ELL students. This data informs you if students are making progress and reaching proficiency based on the NYSESLAT scores; as well, as how they are performing on the NYS ELA and Mathematics Examinations. Students with at-risk factors are also identified. The data is used to help the school personnel devise instruction and interventions that address issues interfering with academic success. Lastly, ELLs' relevant data is compared to their non-ELL peers to determine similarities and differences. Looking at the AMAO 1 status, the ELLs at P.S. 153 are making progress; however, the AMAO 2 status indicates that this progress is not leading to students reaching the targeted proficiency rate within the expected time frame.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across proficiency levels indicate that the K-5 students at P.S. 153 move up a proficiency level or some remain within the same level, but demonstrate progress. ELL students elect to take all state tests in English and not their native language. ELL students received similar scores on the state ELA and Math examinations compared to non-ELLs.

Analyzing data is a trend at P.S. 153. Teachers and administrators use the results of the unit tests in ELA and Math and the NYS Assessments to identify areas of concern that need to be retaught, and to create fluid groups within the class for small group guided reading, writing, and math instruction. These assessments provide teachers and administrators with the progress the ELL students are making throughout the year, allowing for further clarification of confusing concepts and differentiation of students' needs.

4b/c P.S. 153 has chosen not to participate in the ELL periodic assessments. Currently, the school does not have a Transitional Bilingual Education or Dual Language Program.

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

The collection of data from various sources is used to guide instruction for ELLs within the RtI framework. ENL, classroom, and cluster teachers, service providers, and administrators all work collaboratively together to create an instructional plan for the linguistically diverse student. Within the classroom, students are provided with scaffolding and ENL methodologies to access the curriculum. Furthermore, ELLs are placed in targeted small groups based on their individual needs to encourage language development. When students are continuing to struggle in the class, the classroom teacher will then present the student to the Child Study Team for further examination. The team devises a plan to aide in student improvement. The plan could consist of remediation strategies the teacher could incorporate into the classroom; as well as, Academic Intervention Support (AIS) in a targeted, small group setting outside of the classroom. If a student continues to demonstrate persistent difficulties and challenges despite additional, high-quality interventions and supports over a period of time, then 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 student's new language development is considered in instructional decisions?

Second language acquisition strategies are utilized when delivering academic instruction. The students work closely with ENL teacher on all four components of ENL: speaking, listening, reading, and writing. The teacher uses ENL methodologies to instruct in these aspects of learning English. Both the ENL teacher and the classroom teacher demonstrate positive reading and writing habits through the use of mini-lessons, and scaffolding through modeling. Bridging current topics to prior knowledge, the use of graphic organizers, cooperative learning groups, audio, visual, and hands-on techniques are also implemented when planning instruction. The use of academic games is another technique often utilized in instruction to assist students in understanding the lessons. When possible, native language support is provided by administering the Spanish LAB to students of Spanish heritage, to gain better insight of students L1 abilities. Moreover, students are provided with bilingual dictionaries, literature in L1, and the use of technology for various reasons.

7. For dual language programs, answer the following:

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

There is currently no Dual Language Program at P.S. 153.

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

The success of the ENL Program is partially contingent on an increase in NYSESLAT scores. Success is measured by students moving from one proficiency level to another on the NYSESLAT; as well as, gains in each strand of the examination. Achieving favorable results on the standardized tests in ELA and Math are considerable factors too. Success of the program is also achieved when ELLs are capable of transitioning from basic interpersonal communication skills, to having obtained cognitive language proficiency that is necessary to function effectively in the academic classroom. Additional evidence of success for ELLs in the ENL Program can be measured through formal and informal assessments such as: performance-based tasks, unit assessments, teacher created assessments, student observations, and conferencing notes. All these different measures provide a clear indication of whether the ENL Program at P.S. 153 successfully supports the ELLs' instructional needs.

Part IV: ELL Identification Process

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

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

The initial identification of ELLs is conducted by a licensed pedagogue. The Home Language Identification Survey (HLIS) is administered at student enrollment by the New York State certified ENL Coordinator/Teacher at P.S. 153, Kim Maxwell. The ENL teacher assists the parents in completing the HLIS; the initial screening; and the informal interviews with the parents and students to determine if the home language is other than English and the language of proficiency. If the ENL teacher is unavailable to perform these functions, then a secondary group of designated licensed pedagogues assist the families in completing the HLIS. They are one of the school administrators: Ms. Meghan Kelley, Principal; Ms. DonnaMarie Buhl, Assistant Principal; or Ms. Gidget Rivera, Assistant Principal. Parents and students who require native language support in completing the HLIS, and responding to the interview questions are accommodated. A staff member who speaks the language of the family is called upon for translation. In the event that this is not available, then arrangements are secured for an outside translator through the Department of Education over-the-phone interpretation services. If during the initial interview at registration, the licensed ENL pedagogue interviewing the student notices that there is a conflict between what the parent indicated the student's spoken language is and the actual language of the student, then a note is attached to the HLIS explaining the findings of the interview and the administration of the NYSITELL based on those findings. The appropriate home language is recorded on the HLIS and the Pupil Personnel Secretary is notified to input this information into ATS. All new, first time entrants to the NYC DOE who reside in a home where a language other than English is spoken, as confirmed by the HLIS, initial screening, and interview of parents and students are administered the NYSITELL and Spanish LAB where appropriate within 10 days of registration. The NYSITELL is conducted by the NYS certified ENL teacher at the school, Kim Maxwell.

During the completion of the HLIS, initial screening, and interview; Students with Interrupted Formal Education (SIFE) status is determined for any newly identified ELL student registering for grades 3 to 5 who scored in the beginning to emerging level of proficiency on the NYSITELL. Those affected students are administered an oral interview questionnaire, and the Literacy Evaluation for Newcomer SIFE (LENS) for certain home languages.

If during the initial screening and interview of a parent it is determined that the student has a home language other than English and has an Individualized Education Plan (IEP), then the Language Proficiency Team (LPT) assembles to review the student's English language development. The LPT in conjunction with the school principal and superintendent will recommend whether or not this potential ELL student is a candidate to take the NYSITELL.

Students who score at the Entering, Emerging, Transitioning, or Expanding levels on the NYSITELL are classified as ELLs and given ENL Program Placements. Those students who score Commanding on the NYSITELL do not receive ENL Program Placements. The parents of both the entitled and non-entitled students are notified in writing of the NYSITELL test results in English, and their home language within 5 school days after a score is generated.

The parents of the entitled students are invited to an ELL Parent Orientation, within the first 10 ten days of school registration facilitated by the school's certified ENL teacher, Kim Maxwell and with designated staff to provide translation services. The ELL Parent Orientation occurs regularly as newly registered ELL students arrive. The certified ENL teacher sends home written notification of the impending ELL Parent Orientation. A phone call is also placed to each parent in advance of the orientation reminding them of

the meeting. At the ELL Parent Orientation, the different language programs available at the NYC DOE are discussed: Transitional Bilingual Education Program, Dual Language Program, and English as a New Language (ENL) and placement selection rights. During the orientation, parents view an informational video in their language of preference.

Once the different ELL Programs are explained, parents are given the Parent Survey and Program Selection Form to complete which must be returned within 5 school days. Instructions are given to parents on how to fill out what their first, second, and third choice is for their child. This form is also provided in the parent's home language. Identified ELLs are placed in an appropriate program. P.S. 153 offers Stand-Alone ENL and Integrated ENL only provided by a dually certified teacher in ESOL and Common Branches. Parents have the discretion of having their child remain at this school; however, if parents opt for a Bilingual Education Program or Dual Language Program, they are referred to another school in the district that offers their choice. They are assisted in this process by the school Parent Coordinator, Ronald Hartridge for consultation and communication with the Department of English Language Learners and the principal of the receiving school. A list is maintained at P.S. 153 in case the minimum number of 20 students with the same home language, within two consecutive grades is achieved. In which case, a Transitional Bilingual Education class will be formed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the completion of the HLIS, initial screening, and interview; Students with Interrupted Formal Education (SIFE) status is determined for any newly identified ELL student registering for grades 3 to 5, who scored in the Entering to Emerging levels of proficiency on the NYSITELL. Those affected students who have had lapses in their formal education equating to two or more years are first administered an oral interview questionnaire. The literacy and language practice questions relating to family, home, and education assist the certified ENL teacher in better understanding the circumstances of the newcomer SIFE student. From the answers given on the questionnaire, a preliminary determination will be made about the student's SIFE status. Further confirmation of the SIFE status will be garnered through the administration of the Literacy Evaluation for Newcomer SIFE (LENS) assessment. This assessment will be administered in the student's home language of: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, or Urdu. In this respect, the certified ENL teacher will better gauge the ELL student's SIFE status within 30 days of enrollment. Strengths and weaknesses in the student's reading, vocabulary, and math will be evident for more effective instructional planning.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification of a newly enrolled student with an IEP occurs during the registration phase. At the initial screening and interview of a parent when completing the HLIS, if it is determined that the student has a home language other than English and has an Individualized Education Plan (IEP), then the Language Proficiency Team (LPT) assembles to review the student's English language development. The LPT consists of:

1. School administrator
2. Certified ENL teacher, Kim Maxwell
3. Special Education IEP Provider
4. Student's parent or guardian

When the LPT meets, the parent or guardian is provided with translation services in the language of preference that he/she best understands. The LPT will examine the student's use of language in the school and home; the results of assessments administered during the student's individual evaluation; and any pertinent information from the Committee on Special Education (CSE) that would shed light on whether the student's disability will interfere with English language acquisition.

Considering the evidence presented, the LPT will determine if the student's disability preempts second language acquisition or not. In the case that the student's disability does not interfere with second language acquisition, then the recommendation of the LPT to the school principal is for the student to take the NYSITELL. Conversely, if the disability does present an issue and the LPT feels that the student should not take the NYSITELL, then this recommendation is forwarded to the principal as well. The principal then has the discretion to accept or reject the recommendation of the LPT to not administer the NYSITELL to the student with an IEP. Superintendent approval to forego administering the NYSITELL is also required to render a final decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement notification letters are distributed to parents within the five school day window, after NYSITELL results are obtained. The certified ENL teacher ensures that the parents of these identified students receive the standard NYC DOE parent notification form in English and the parents' preferred language. The signed parent letters are expected to be returned shortly after distribution. Upon return, the original letter is placed in the student's cumulative folder. A copy is also retained on file by the ENL teacher in a binder that is kept safe in the ENL classroom. If the parents have not returned the signed letter within a week,

the ENL teacher follows up by contacting parents by phone, and sending another notice home. If the signed letter is still not returned, parents are approached during arrival or dismissal of their child.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Once parents receive notification of their child's ELL entitlement status, they will also be informed that they have the right to appeal the ELL status within 45 days of their child's enrollment. Parents will be told that the review of the ELL status will be initiated once a written request is received from them. Upon receipt of the letter, the certified ENL teacher in conjunction with other school personnel will begin the re-identification process by examining the student's classwork and assessments in English; consultation with the CSE if need be; and discussion with the parent. Parents will be informed that the certified ENL teacher and other school staff will forward a recommendation to the school principal and superintendent for approval regarding the ELL designation. Parents will be notified in writing in their preferred language, within 10 school days once a decision is rendered.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that the parents of newly identified ELLs understand the three program choices available, they are invited to the Parent Orientation facilitated by the school's certified ENL teacher that is held within 10 school days from the date of admission. Notification of this meeting is sent home in a letter in various languages. A phone call is also placed to each parent in advance of the orientation reminding them of the meeting. Besides the ENL teacher, also present at this meeting will be one of the school administrators, the Parent Coordinator, Mr. Ronald Hartridge, and staff members who can assist with translation and interpretation. The ENL certified teacher, Kim Maxwell explains to the parents: How ELL identification and eligibility for testing occurs; the levels the students will be placed based on their NYSITELL scores; the number of instructional service time each level requires; the methodologies and form of instruction; how to exit from the program by passing the NYSESLAT given in the spring; and how parents may participate in their child's education. Most importantly, the parents at the ELL Parent Orientation are apprised of the different language programs available at the NYC DOE public schools: Transitional Bilingual Education Program, Dual Language Program, and English as a New Language (ENL). They are provided with a thorough explanation of the three programs. During the orientation, parents view an informational video in their language of preference which further clarifies the program choices. Lastly, parents receive a pamphlet in their home language for "Parents of English Language Learners" which reviews the ELL programs offered by the NYC DOE.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once the different ELL Programs are explained to the parents at the Parent Orientation, they are given the Parent Survey and Program Selection Forms to complete. Parents are made aware that the forms must be returned within 5 school days. Instructions are given to parents on how to fill out what their first, second, and third choice is for their child. This form is also provided in the parent's home language. Parents can choose to complete this form at the orientation, or bring it home for review. Parents are told that P.S. 153 only offers Stand-Alone ENL and Integrated ENL, and that they have the discretion of having their child remain at this school; however, if parents opt for a Transitional Bilingual Education Program or Dual Language Program they are referred to another school in the district that offers their choice. They are assisted in this process by the school Parent Coordinator, Ronald Hartridge for consultation and communication with the Department of English Language Learners and the principal of the receiving school. A list is maintained at P.S. 153 in case the minimum number of 20 students with the same home language, within two consecutive grades is achieved. In which case, a Transitional Bilingual Education class will be formed. The program choice that a parent selects on the Program Selection Form is then recorded in ATS on the ELPC screen.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The certified ENL teacher keeps an updated list of the Parent Survey and Program Selection forms for the newly identified ELLs that have or have not been returned. If the parents have not returned the signed forms within 5 school days, the ENL teacher follows up by contacting parents by phone, and sending another notice home. If the signed letter is still not returned, parents are approached during arrival or dismissal of their child. Moreover, parents are made aware that if the Parent Survey and Program Selection forms are not returned in a timely fashion, than the default program selection for their ELL child will be Transitional Bilingual Education if available at the school or ENL services regardless of their intentions.

9. Describe how your school ensures that placement parent notification letters are distributed.

After parents submit the Parent Survey and Program Selection Forms to the ENL teacher, they are given a standard NYC DOE placement letter for their ELL child detailing their program of choice and the child's placement. This letter is given in the parents' preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original documentation pertaining to ELL students: the HLIS, entitlement, continual entitlement, and non-entitlement letters, the Parent Survey and Program Selection Forms, and transitional letters are placed in the student's cumulative folder. Copies of these letters are also retained on file by the ENL teacher in a compliance binder that is safely kept in the ENL classroom.

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

The certified ENL teacher recognizes the importance of ELLs partaking in all sections of the NYSESLAT, in order to generate a valid score. This person ensures that all ELLs eligible to take the NYSESLAT are identified by cross-referencing reports on ATS such as the RLER and RLAT. The teacher then creates a schedule to administer the Speaking section individually, followed by the group administration of the combined Listening, Reading and Writing parts. This is accomplished within the testing time frame and in accordance with the state testing guidelines. Ample time for make-ups of each part of the test is also factored into the equation for students absent during the initial testing dates. Due diligence is taken to ensure that all students are accounted for and tested within the grade bands for each part of the test. Students with an IEP are provided with the appropriate testing accommodations. The NYSESLAT Speaking and Writing portions of the test are scored using a team of eligible teachers within the school. All answers are transferred onto the appropriate grids and packaged for scanning.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The certified ENL teacher will review the RLER screen on ATS in late August/early September to obtain the NYSESLAT scores of students who took this exam in the preceding spring. The parents of ELLs who scored at the Entering, Emerging, Transitioning, or Expanding proficiency levels will receive a continued entitlement letter no later than September 15th of the current school year. This letter will inform parents that based on their child's score on the NYSESLAT he/she is entitled to continue receiving ELL services. The same RLER screen on ATS will also indicate which ELLs have reached Commanding status. The parents of these students will receive a non-entitlement/transition letter no later than September 15th informing them that their child is no longer considered an ELL; however, they are still entitled to ELL support services for 90 minutes a week and testing accommodations for the next two years.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

P.S. 153 aligns the program offering with the parent choice. It has been a trend at this school that parents have chosen the Stand-Alone ENL/Integrated ENL Program as their option. Of the 10 students identified as ELLs, all parents have selected the ENL program as opposed to the Transitional Bilingual or Dual Language Programs. Some of the students at P.S. 153 were placed in the ENL program from a previous school, and are still eligible to remain in the program receiving these services. In the future, when a significant number of parents opt for the Transitional Bilingual or Dual Language Programs that reach the 20 student threshold in two consecutive grades with the same home language, then the school will institute a program model reflective of the parents' choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The Freestanding ENL program is delivered using a combination of the pull-out and push-in models. Instruction is delivered by a dually certified ESOL and Common Branch ENL teacher who can provide the required instructional time in both Stand-Alone ENL and Integrated ENL. ELLs are grouped using a heterogeneous model, or mixed proficiency levels of students in the same grade based on the findings of the NYSITELL, NYSESLAT, NYS ELA/Math Examinations, and classroom assessments.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Due to the small population of ELLs at P.S. 153, the full-time ENL teacher is able to ensure that all eligible students receive the mandated ENL services by proficiency levels, as per the amended CR-Part 154-2 requirements. Students at the Entering level receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA per week. Emerging level students receive 90 minutes of Stand-Alone ENL, 180 minutes of Integrated ENL/ELA, and 90 minutes of flexible time in either category every week. Transitioning ELLs receive 90 minutes of Integrated ENL/ELA, and another 90 minutes of flexible time weekly in either Stand-Alone ENL or Integrated ENL. ELL students at the Expanding level receive 180 minutes of Integrated ENL a week in either ELA or other content area. Additionally, those ELL students who scored Commanding on the NYSESLAT receive transitional services of 90 minutes a week of Integrated ENL to further strengthen their language skills.

2a The ENL teacher articulates frequently with the classroom teachers of ELLs to align lessons to the language and core content needs of the students, to fulfill Common Core Standards. Reinforcement of classroom lessons is a priority. As the ENL teacher is dually certified in ESOL and Common Branches, the mandated ENL and ELA instructional minutes for ELLs is delivered weekly exclusively by her. Consideration is given to the students' schedules to ensure delivery of the ENL Program without sacrificing the students' classroom work when they are removed.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All core content area instruction in the Freestanding ENL program is delivered in English. The ENL teacher works in conjunction with the classroom teachers to devise lessons in all content areas using ENL methodologies. Various methods of instruction are employed to make content comprehensible. Among them are the SIOP Method, Total Physical Response (TPR), and Cooperative Learning. Instruction is differentiated and scaffold across the content areas to make it more accessible and comprehensible for ELLs, while at the same time maintaining rigor. Reading instruction concentrates on building background knowledge, developing vocabulary, building fluency, making connections, and comprehending fiction and non-fiction text. Word work is also incorporated to focus on phonemic awareness, phonics, and high-frequency words. Leveled books in various genres are provided in both English and Spanish. Writing development is fostered and supported through modeled, guided, and independent writing using the Writing Process. Mathematical concepts are reinforced using hands-on manipulatives and students are taught the key words to look for, to assist them in solving word problems. In Social Studies and Science, academic vocabulary building and reading comprehension strategies are employed to decipher the text. ELLs also have access to technology in the form of the SmartBoard and laptops for interactive activities, educational games, websites, and Google translation.

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

ELLs are evaluated in their native language whenever necessary. Spanish is the predominant language of ELL students at P.S. 153. Students of Spanish descent are able to take the Spanish LAB and New York State Mathematics Examination in their native language. Translators are available to support the Spanish speaking students during the state math and science examinations. Spanish speaking students have literature books, bilingual dictionaries, and glossaries at their disposal. For other students of non-Spanish descent, bilingual dictionaries and glossaries are provided as well. Proctors who speak the languages of the non-Spanish students may be officially requested by the school, through the Department of Translation and Interpretation during the administration of the NYS ELA/Math Examinations.

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

ELL students at P.S. 153 develop and strengthen their language skills in all four modalities of Listening, Speaking, Reading, and Writing on a daily basis. All language modalities are utilized during instruction, and do not operate in isolation. This is consistent with the new format of the Common Core aligned NYSESLAT Examination. Evaluation is comprised of "Fountas and Pinnell" running records and comprehension questions; unit tests in different subject areas; on-demand writing pieces; and formative assessments such as exit tickets and post-it notes.

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

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

Differentiated instruction and approaches are used for all ELL subgroups at P.S. 153. We aim to ensure that each student's unique needs are addressed.

A Currently there are no SIFE students enrolled at P.S. 153. In the event that this occurs, SIFE students would be provided the necessary support from both the classroom and ENL teachers; as well as, Academic Intervention Services from school personnel.

B New arrivals that have very little knowledge of English or none at all are given classroom supports to make them feel more comfortable. If possible, native language assistance is provided. A non-threatening environment is created for oral communication to flourish. They are given the mandated number of instructional minutes for their proficiency level. Lessons are made comprehensible with the infusion of visuals, audio, realia, manipulatives, picture dictionaries, computers, small group instruction and individualized support. The ENL and classroom teachers collaborate in curriculum planning. The programs “Moving into English” and “Wilson Foundations” are instrumental at this stage of language acquisition.

ELLs who have less than three years of English language knowledge receive the same services mentioned above, and are continually aided in vocabulary acquisition for use in both oral and written assignments. There is scaffolding of concepts. A gradual movement from simply decoding skills to reading comprehension is developed. Writing development is also fostered, along with a concentration in grammar skills.

C Classroom supports for the Developing ELLs will be similar to that of the Newcomer. The ENL teacher works closely with the classroom teachers to prepare the students in the testing grades for the anticipated NYS Examinations in ELA and Mathematics. Additionally, challenging materials are presented to meet the increasing academic and cognitive demands expected of ELLs with four to six years of service. There is an explicit focus on reading comprehension of different genres of text and writing in various genres. Reading solely for information no longer suffices. Reading and writing for critical analysis and evaluation is developed. They are also given the mandated number of instructional minutes for their proficiency level.

D Currently there are no Long Term ELLs at P.S. 153 receiving services of seven or more years. In the event that this subgroup exists in the future, challenging materials will continually be presented to the student to meet the increasing academic and cognitive demands of school. In addition to the classroom and ENL instruction, ELLs classified in this category would receive intervention in the form of AIS to address literacy and math deficiencies. If warranted, evaluation of the student would occur if remediation does not rectify the issue.

E ELLs who test Commanding on the NYSESLAT, or a combination thereof Expanding and Level 3 or 4 on the NYS ELA Examination will continue to receive small group instruction using ENL strategies across the content areas. Inferential reading and writing for different purposes is fine-tuned. Students engage in more discussion centered topics that allow them to express their opinions, and to agree or disagree with their classmates’ thoughts. Moreover, these ELLs are provided with test modifications for up to two years after exiting ELL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

A student re-identified as an ELL or non-ELL during a re-identification appeal will be closely monitored during the first six to twelve months of when the decision was rendered, to verify that the right decision was made. The student’s situation will be re-examined by the principal in consultation with the certified ENL teacher, classroom teacher, and any other service provider who works closely with the student to ascertain his/her performance levels. Parents will be involved in the procedure as well to obtain their input on how they think their child is progressing in school. The child’s opinion is also factored into the equation about how he/she is performing in school. Collectively, all these opinions are weighted together to form a complete picture of the student’s academic functioning. If the consensus of everyone is that the student is not faring well academically then additional support services will be provided to the student in the form of at-risk ENL services or AIS. The original decision may also be reversed and ELL status reinstated, in which case the student would receive the mandated ENL services to effectively perform better in school. A parent would be notified in writing of the final decision in their preferred language within ten school days.

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

One out of the ten ELL students receiving ENL services at P.S. 153 is a Student with Disabilities (SWD). The ENL teacher, classroom teacher, and special education teachers work collaboratively to ensure that the educational needs of ELLs-SWDs are adhered to, in regards to the stated goals on the IEP and the NYSITELL and NYSESLAT results. Differentiated instruction is employed and activities are modified and adapted for the ELL-SWD according to their age, experience, and abilities to foster access to academic content areas and accelerate English language development. Instruction is also scaffold. Strategies and skills are modeled across the content areas through mini-lessons. Other strategies that allow ELLs-SWDs to access the curriculum include: graphic organizers, K-W-L charts, teacher think-alouds, manipulatives, making connections to bridge prior knowledge to current knowledge, cooperative learning, and conversational lead-in prompts. Leveled books are utilized that do not sacrifice academic content and appeal to the student’s interest. The “Wilson

Chart Foundations” and “Words Their Way” programs are used to provide phonics and spelling instruction. Teacher-made materials and activities benefit the ELL-SWD too.

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

At P.S. 153 curricular, instruction, and scheduling flexibility is used to meet the diverse needs of the ELL-SWD by providing small group instruction, differentiation, and the use of ENL strategies to enhance their learning. The push-in and pull-out models of ENL are employed to service ELLs. Flexible programming is used to maximize the time ELLs-SWDs spend with non-disabled peers who serve as a model to emulate. Articulation with the classroom teacher and all related service providers allows for flexibility in scheduling, so that the ELL-SWD fulfills their mandated hours of service, but is not removed from the classroom during critical periods of instruction. The ELL-SWD instructional needs and progress can also be monitored in this respect.

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

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

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

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



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

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

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

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

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

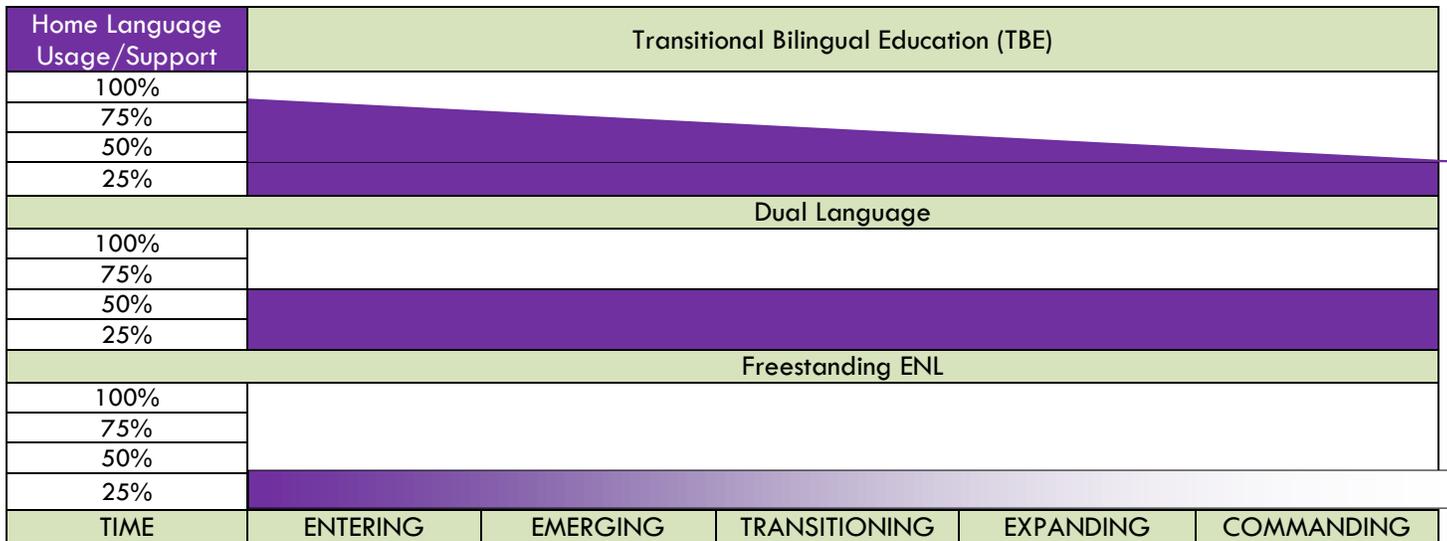


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

ELL students are held to the same high standards and expectations as their general education peers that are promoted and aligned to the Common Core Learning Standards. In this vein, ELL students in the general education population classified as SIFE, Long Term, and in some cases Developing who are identified as being at-risk receive Academic Intervention Services (AIS). ELL students requiring extra help in literacy, mathematics, and other content areas are provided with AIS support in English; in addition, to their mandated ENL service hours. Intervention is offered individually and in a small group setting to support ELLs and remediate deficiencies, so that they can attain a higher level of academic achievement and success. The support service to enhance student learning is delivered by AIS providers who are Special Education teachers, and literacy and math coaches. At-risk ELLs receive explicit instruction in ELA. The focus is on phonetic awareness, decoding, recognition of high-frequency words, building vocabulary, reading comprehension, use of graphic organizers, sentence structure, improving writing skills, and oral language development. In math scaffolding is used to strategically assist in student learning. The use of math organizers, mats, and manipulatives take center stage. Educational math websites are used to provide further visual and interactive practice for math concepts to develop and strengthen skills. Furthermore, the classroom teacher, AIS providers, and the ENL teacher collaborate to plan, assess, and develop students' needs.

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

The current ENL program as designed at P. S. 153 appears to be effectively addressing the needs of the ELL student. As previously mentioned, the ELLs in grades K-5 have continually made linguistic progress. ELLs who took the 2014-2015 NYSESLAT have moved up a proficiency level, or scored Commanding exiting ELL status. Others have remained within the same level, but demonstrated progress. One SWDs advanced from the Transitioning level to the Expanding level and another one scored Commanding. ELL students received similar scores on the state ELA and Math examinations compared to non-ELLs. In accordance with this data, progress has been demonstrated and ENL instruction is meeting the needs of ELLs in both content and language.

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

For the 2015-2016 school year, art is offered to students once again after being temporarily suspended in the prior school years. Students also receive additional periods of physical education. There has also been some discussion of offering students instruction in another language, possibly Spanish or Mandarin Chinese. P.S. 153 is not a Title III school due to the small population of ELLs in attendance and therefore; will not be receiving any allocated funds for supplementary programs for ELLs.

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

P.S. 153 will maintain the same ELL programs and services that have worked favorably for the school in the past.

14. 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 in the following activities:

- AIS if they are in the general education classes, but identified as having additional educational needs.
- Integrated Co-Teaching and self-contained classes.
- Gifted and Talented Program offered at P.S. 153 if they pass the qualifying test.
- Additional support from the Literacy Coaches, the Guidance Counselors, and Social Worker.
- All school activities such as student government, field trips, book clubs, music, chorus, band, drama/theatre, ballroom/modern dance, and school plays and productions.
- Mosholu Montefiore Young Achievers Program which is an after school community based organization housed at P.S. 153

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Books and materials used in the ENL program assist ELLs on all levels of proficiency reach the academic goals defined in the Common Core Learning Standards. The materials used are:

- "Moving into English"
- "Wilson Foundations"
- "Words Their Way"
- "Empire State NYSESLAT ESL/ELL" workbooks
- Various children's literature recorded on tape or cd
- "Passageways Anthologies" for non-fiction text
- Leveled library books
- "SourceBook" reading and writing workbooks
- Dictionaries, thesauruses, and glossaries in English and native language whenever possible.

- “Go Math”
 - “Envision Math”
 - Educational math websites which provide further visual and interactive practice to develop and strengthen math skills.
 - Computers
 - Laptops
 - SmartBoards
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language supports are delivered in the ENL Program in different ways. Whenever feasible, Newcomers who have little to no English skills are given oral translation by a teacher, paraprofessional, or “buddy” student. This allows the ELL student to feel more comfortable, and thrive in a non-threatening learning environment enabling oral communication to flourish. The ENL classroom library also contains books in Spanish in different genres portraying a variety of cultural experiences. Dictionaries, thesauruses, and glossaries in the native language are used as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
- P.S. 153 ensures that the required services and resources correspond to ELLs’ ages and grade levels. For instructional purposes, ELLs are placed in groups with no more than two contiguous grades. They are presented with reading materials that are leveled and bilingual allowing for differentiation of instruction targeted to their specific needs. Moreover, teachers use the NYC DOE curriculum “Ready Gen,” “Go Math,” Science, and the NYC Social Studies edition which all provide additional support using the ENL strategy component in the program.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Before the beginning of the school year, the Home Language Identification Surveys (HLIS) of newly registered students are once again examined by the ENL teacher. The parents of the students who indicated another home language besides English is spoken are contacted to arrange for NYSITELL testing.
19. What language electives are offered to ELLs?
- For the 2015-2016 school year, there has been some discussion of offering students instruction in another language, possibly Spanish or Mandarin Chinese. Since this is in the preliminary stages, no formal decision has been made as of yet.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
- P.S. 153 currently does not offer a Dual Language Program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The school administration has enacted a plan to provide professional development for all personnel that addresses the needs of ELLs. Formal and informal training is provided as to the nature of working with ELLs. This is accomplished through teacher team time, inquiry team meetings, curriculum planning, individual conferencing and articulation with teachers, Monday Professional Learning, Chancellor's Conference Days, and attendance at district sponsored workshops. Topics discussed are: the best practices for educating ELLs; the necessity of integrating language and content objectives into instruction; testing modifications; and promotional criteria for ELLs. The Pupil Personnel Secretary and the Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

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

Every effort is made by administration to send the ENL teacher to as many applicable professional development workshops as possible. The ENL teacher attends numerous professional development workshops offered by the Borough Field Support Center (BFSC) and the Department of English Language Learners and Student Support (DELLSS) to keep abreast of the recent approaches and innovations in ENL instruction; to finesse teaching skills; and to be cognizant of new state standards and requirements. Recently, workshops attended include:

- Nuts and Bolts: Preparing to Serve ELLs and Their Families
- Constructing Deep Understandings with ELLs through Collaborative Academic Conversations (three part series)
- NYSESLAT Training for the Common Core aligned revised test
- Amended Commissioner's Regulations Part 154 effective 2015-16

An ELL Service Coordinator from the Borough Field Support Center is available to meet with the ENL teacher via email, or phone to discuss any concerns the ENL teacher may have.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELLs in fifth grade nearing middle school are prepared for the more rigorous academic and cognitive demands expected in their new school setting. Both the classroom and ENL teachers support the ELL in finessing their reading, writing, and math abilities to perform successfully at the next level. The transitioning process from elementary to middle school continues with the guidance counselor actively involved in the process of assisting ELL students and their parents select an appropriate middle school that will have in place the necessary supports crucial for their academic achievement. Assistance is provided in completing Middle School Choice Applications; an assembly and question and answer session is conducted in regards to concerns ELLs may have about middle school; notification is given about open houses organized by the middle schools; literature is provided to ELLs in their home language when available to inform them about NYC DOE middle schools.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

At P.S. 153, the staff across grades and disciplines is provided with opportunities to attend different professional development workshops, to make the transition for the ELL population a smooth one. A schedule of impending professional development workshops concerning ELLs that are facilitated by the Borough Field Support Center, DESS, or other reputable organization will be posted in a conspicuous place in the main office and attached to the principal's weekly Friday Focus emailed to the school staff. Teachers may avail themselves of these recommended training sessions outside of the school building with principal approval. If feasible, an arrangement will also be secured with the ELL Service Coordinator or a representative from DESS to present a staff development workshop during the Chancellor's Conference Days. A record of teacher attended sessions in fulfillment of the mandated 15% of total hours for all teachers, and 50% of total hours for ENL teachers will be maintained in the school's Professional Development binder along with the agendas and sign-in sheets. Teachers will also maintain their own personal records of attendance.

C. Parental Involvement

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

At the beginning of the school year, the parents of ELLs will be invited to an individual meeting with the ENL teacher to discuss the results of the NYSESLAT; language development progress and needs; and goals pertaining to their child. Provisions would be made for additional meetings to occur throughout the school year that also include the classroom and ENL teachers which focus on both content and language skills. The meetings would occur typically on Tuesday afternoons during the time set aside for Parent Engagement. All meetings would have a staff member present who speaks the language of the family to assist in translation and interpretation. In the event that a staff member is not available, then arrangements would be secured for an outside translator through the NYC DOE over-the-phone interpretation services.

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

An attendance record and subject matter of the individual meeting with ELL parents to discuss their child's development in language and content would be signed by both the parent and respective school personnel involved in the meeting. The attendance sheet would be maintained in the ENL Compliance Binder. As previously mentioned, these meetings would occur typically on Tuesday afternoons during the time set aside for Parent Engagement. If this time is not convenient for parents, then arrangements would be made to meet during the teachers' preparation periods or possibly before school begins. A telephone conference call or letter home would be substituted, if a parent could not make an in school appearance.

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

Parent involvement in a child's education is essential to maximize English language acquisition for the ELL student. Parental involvement includes a wide range of activities that take place at home or school with the intention of improving the ELL's learning. Parental involvement at home can include activities such as discussions about school and other topics, helping with homework, and reading with children. Involvement at school includes parents attending workshops to better equip them with the tools necessary to help their children at home, parent-teacher conferences, school plays and presentations, or sporting events, and volunteering in the classroom. At the ENL Parent Orientation in the beginning of the school year, parents are encouraged to participate in the different programs offered by P.S. 153. These include:

- Parent Association
- Parent meetings and workshops conducted by the Parent Coordinator or Literacy Coaches during the school day and on some Saturdays
- I.E.P. Conferences
- Learning Leaders
- Fathers of Helen Keller Organization
- Field Day
- Sustainable Recycling and Planting
- Fundraising

Any time ELL parents are involved, the school ensures that translation and interpretation services are available. A designated interpreter from among the staff is present at any of these meetings to assist parents with language difficulties.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

P.S. 153 has partnered with the community based organization Mosholu Montefiore to house the Young Achievers after school program. An arrangement is also in place with Costco to secure backpacks for students at the start of the school year. The UFT Dial-a-Teacher Program is utilized too.

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated when parents discuss issues pertaining to them and their ELL child with the ENL and classroom teachers, school administration, and the Parent Coordinator. The feedback received from the parents of ELLs is evaluated and given consideration as to its merit. Valid concerns are addressed and rectified. Every effort is made to accommodate parents' needs. Parent responses on the School Environment Survey are also analyzed to determine parents' needs and areas of improvement.

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities at P.S. 153 address the needs of parents. The Parent Association encourages parents to become actively involved in their child's education and an advocate for their needs, despite their language limitations. Parent workshops provide parents with information and resources that empower them to better assist their child. Parent-teacher

conferences and I.E.P meetings apprise parents of their child's functioning in school. This satisfies parents' desire to know how their child is performing academically. Armed with this knowledge, parents are in a better predicament to remedy their child's deficiencies or applaud their accomplishments. The Learning Leaders Program acknowledges parents' request to assist in the classrooms. The Fathers of Helen Keller Organization validates fathers' wishes to have a more readily available presence in the school environment that in the past has been primarily relegated to mothers. Field Day appeals to parents' needs to be involved in their child's education in both academic pursuits and fun activities. The sustainability project and planting allows parents to take a more active role in beautifying the school building, and continuing to make it a pleasant place for their child to attend. Fundraising satisfies the parents' needs to implement new activities and programs that require supplemental funding to bring to fruition.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **P.S. 153 Helen Keller School**

School DBN: **11X153**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11** School Name: **Helen Keller**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

Approximately 1.35% of the students at P.S. 153 are identified as ELLs using the NYSITELL and NYSESLAT for identification and placement in the ENL program. Translation and interpretation needs were assessed through the Home Language Identification Survey (HLIS) parents completed when registering their child in the school; the BIOS, RAPL, and UPPG screens on ATS; and the Emergency Contact cards. In the beginning of the school year, the ENL teacher also communicates with all of the parents of the ELL students serviced to get updated information about their preference of language requested for official notices and important information.

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

Based on the above referenced records, it was revealed that five languages are represented by the ELL population at P.S. 153: Chinese, Ibo, Spanish, Twi, and Yoruba. The overwhelming majority of parents indicated that the preferred language for both written and oral communication is English. The parents of four ELLs requested that communication in both modalities be either English or Spanish. Another four parents stipulated that they prefer to receive all communication in Spanish.

Part B: Creating a Communications Calendar

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

Documents the school disseminates to the parents frequently that require translation include: newsletters, letters from the school administration, after-school program information, the dates for the school open house, parent-teacher conferences, and the NYS examination schedule.

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

Formal face-to-face meetings with parents will occur periodically throughout the school year. In September, the school holds an Open House for teachers to introduce themselves, to explain the curriculum, and discuss the expectations of the students. The ENL Parent Orientation is also held in September. In November, parent-teacher conferences occur. In January, conferences are held with the parents of students who are not meeting academic expectations. In March, parent-teacher conferences are held again. In May, an additional parent-teacher conference is held to inform parents of promotional criteria and to learn the expectations for the succeeding grade. In June, holdover meetings are held for the parents of students not being promoted. Informal interactions between the school and the parents of ELLs will occur as well. Phone calls could possibly be made to the home by the classroom teacher, school administration, the main office, school nurse, or guidance counselor.

Part C: Providing Language Assistance Services

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

At P.S. 153, Spanish is the primary language spoken by the parents of ELLs. Written translation can be provided to parents by school personnel. The Parent Coordinator or ENL teacher can also contact the Department of Education's Translation and Interpretation Unit, for correspondences to be translated into Spanish and additional languages to accommodate Non-English speaking parents. P.S 153 has a multi-lingual staff at its disposal, to ensure timely provision of translated documents should a delay occur at the Translation and Interpretation Unit. The use of Google Translate also expedites the translation of written documents.

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

School staff will be used as interpreters to provide oral interpretation for parents during school events. Additionally, over-the-phone interpreters from the DOE Translation and Interpretation Unit will be used whenever required.

Part D: Training Staff on Policies and Procedures

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

The school staff will be informed about the translation and interpretation services offered through the DOE at a school meeting. Staff will be told that materials, notices, and letters can be translated into Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu which represent the nine languages that most of the DOE families speak. Translation for other languages that fall outside this realm can also be obtained through an arrangement with an approved DOE vendor. In either case, a translation request form is available online at http://intranet.nycboe.net/translation_interpretation. The completed translation request and document to be translated will be emailed to translations@schools.nyc.gov. Furthermore, the school staff will be made aware of the fact that common DOE documents and sample letters are available already translated in the nine popular languages on: <http://intranet.nycboe.net/SchoolSupport/TranslatedDocs>. For oral interpretation needs, the school staff can call (718) 752-7373 during the hours of 8:00 a.m. to 5:00 p.m. to get over-the-phone interpretation services for 200 languages. Staff will be given copies of an information card displaying the nine dominant languages spoken by DOE families; as well as, a Language Identification Guide listing 30 languages. Parents can point to the prompt on the card and guide which identifies their language for interpretation purposes.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S. 153 will abide by Chancellor's Regulation A-633 by posting the Welcome Poster at the front entrance to the school. The Language ID Guide will also be available at the security desk and main office. In the main office, parents will be given written notification of their rights regarding translation and interpretation services available in the appropriate language provided by staff members or the

Translation and Interpretation Unit. Parents will be informed that all notification documents can be accessed through the Translation and Interpretation Unit's website: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

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

The Language Access Coordinator/Parent Coordinator as well as the ENL teacher will inquire of parents their sentiments regarding the level of satisfaction experienced with translation and interpretation services at P.S. 153. This will be accomplished through establishing a focus group of parents comprised of different cultures and languages reflected at P.S. 153. Their opinions and feedback on how the school is performing in this capacity will be noted to influence future changes.