



**NEIGHBORHOOD SCHOOL
PS 363**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 01M363

ADDRESS: 121 EAST 3RD STREET, MANHATTAN 10009

TELEPHONE: 212-387-0195

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M363 **SCHOOL NAME:** The Neighborhood School

SCHOOL ADDRESS: 121 East 3rd Street, Manhattan, 10009

SCHOOL TELEPHONE: 212-387-0195 **FAX:** 212-387-0198

SCHOOL CONTACT PERSON: Milo Novelo **EMAIL ADDRESS:** mnovelo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Laura Tiktin-Sharick

PRINCIPAL: Milo Novelo

UFT CHAPTER LEADER: Tirso Fernandez

PARENTS' ASSOCIATION PRESIDENT: Harvey Epstein

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Joe Cassidy/Alison Sheehan

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Milo Novelo	*Principal or Designee	
Deborah MacLaughlin	*UFT Chapter Chairperson or Designee	
Harvey Epstein	*PA/PTA President or Designated Co-President	
Joanna Giacinto	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Tiktin-Sharick	Member/Teacher	
Rachael Canaday	Member/Teacher	
Cathy Albisa	Member/Parent	
Maria Muentes	Member/Parent	
Yael Goldberg	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Neighborhood School provides a lively and diverse educational community. We see our diversity as one of our great strengths. In our mixed age, heterogeneous classrooms, as well as in our self-contained and CTT classrooms, children of many different backgrounds learn to become part of a community that fosters not only tolerance but also true respect for all people.

Our practice is based on what we understand about children:

- **All children are curious about the world and want to learn.**
- **Children learn by having experiences with each other with materials and the environment.**
- **When school is integrated with the rest of the child's life it makes sense and becomes meaningful.**
- **All children are capable of contributing to the group, learning cooperatively**
- **and being peaceful productive members of the both a democratic classroom and the larger school community.**
- **Children engage in leading and demonstrate what they learn in many ways.**

With the deep belief in the remarkable capabilities of each child:

- **We build their strengths whether they are academic, artistic, physical or social.**
- **We provide a place where their enthusiasm for discovery is challenged and their innate and natural curiosities are focused into a context for learning about themselves and their world.**
- **We encourage them to make connections, explore their interests, make good choices and be self confident about their abilities through the curriculum.**

Children are provided the opportunity to integrate a wide range of skills and subject matter though a core curriculum. In this way, children study the history, natural and physical environment, geography, culture and people of a location to learn and think critically about themselves and others.

A typical first/second grade curriculum might focus on services in the neighborhood (fire station, police department, post office, etc.) or the buildings of New York City. Within the study there are field trips, rich literature, writing experiences, math activities and extensions and enrichment in the arts.

Our entire curriculum has a strong emphasis on developing research skills, critical thinking, communication and socialization. As children grow and move on to the upper grades they go from studies of their immediate environment to the larger city and its history as well as other geographic areas and their histories.

We look at children as individuals and measure their growth and development on an individual continuum. Regular curriculum letters, Principal's letters, individualized progress reports;

portfolios and family conferences provide avenues of communication between school and families. Teachers use techniques of assessment such as anecdotal notes, running records and writing and math samples to analyze individual student's progress and make decisions about class instruction.

As facilitators, we help the children come up with solutions and solve problems. Conflict resolution provides techniques for teaching children how to be peaceful members of a multicultural, non-sexist learning community. School wide policies and practices are formed collaboratively and dynamically to provide a cohesive, unified, thoughtful environment for children.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Neighborhood School							
District:		1	DBN:	01M363	School BEDS Code:		310100010363		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		19	18	15			92.7	94.5	TBD
Kindergarten		35	53	54					
Grade 1		38	38	56	Student Stability - % of Enrollment:				
Grade 2		53	47	38	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		47	57	50			86.5	88.6	TBD
Grade 4		39	45	53	Poverty Rate - % of Enrollment:				
Grade 5		43	40	44	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 6		0	0	0			36.7	30.6	42.1
Grade 7		0	0	0	Students in Temporary Housing - Total Number:				
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 9		0	0	0			1	0	TBD
Grade 10		0	0	0	Recent Immigrants - Total Number:				
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 12		0	0	0			0	2	0
Ungraded		0	0	0	Special Education Enrollment:				
Total		274	298	310	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							0	2	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		12	24	31	Principal Suspensions		2	4	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		1	2	TBD
Number all others		55	52	49	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	CTE Program Participants		0	0	0
# in Transitional Bilingual Classes		0	0	0	Early College HS Program Participants		0	0	0
# in Dual Lang. Programs		0	0	0	Number of Staff - Includes all full-time staff:				
# receiving ESL services only		2	6	1	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					Number of Teachers		21	20	TBD

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	2	5	Number of Administrators and Other Professionals	10	15	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	61.9	50.0	TBD
				% more than 5 years teaching anywhere	57.1	60.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)			
American Indian or Alaska Native	1.8	2.3	1.6	90.0	95.0	TBD	
Black or African American	21.9	22.1	18.7	93.3	93.3	TBD	
Hispanic or Latino	28.1	25.5	26.5				
Asian or Native Hawaiian/Other Pacific Isl.	16.4	15.1	13.2				
White	31.8	33.2	34.8				
Male	54.4	54.0	53.9				
Female	45.6	46.0	46.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	W		
Overall Score:	63.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment:	10			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	13.4			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	39.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends...

Over the past 4 years, students have improved in the level of engagement they have with curriculum. Students are writing greater volume of material in more genres and with greater continuity, fluency and attention to craft and meaning. Students' spelling has improved and both their sightword spelling and their ability to sound out difficult words had improved. Students are reading more books in a wide variety of genres and with greater comprehension. They read with a depth of connection that goes way beyond superficial comprehension questions. The most impressive part is the independence they exhibit and the level of engagement and commitment to doing work and making meaning alone and in groups.

In math, students consistently develop a wide range of strategies for computation and problem-solving, and are both flexible and fluent. Material is covered in depth and not just skimmed over for coverage purposes. Deep mathematical understanding comes from a wide range of units of study which include data, geometry, measurement, probability and patterns/functions and algebra. Math is used throughout the curriculum wherever opportunities are available. The goal is for students to learn to mathematize their world and to use math as a tool for thinking about important things in life. For three consecutive years, we had an uptrend in the number of students that scored at or above proficiency on state math tests. This past year, we saw a sharp decline. This was the result of having one new teacher who had dramatically different testing results than her colleagues, and one teacher who went out on an unexpected and open-ended medical leave eight weeks before the tests were given – none of her students made proficiency in math. We are remedying this situation by offering more support and PD to both teachers, and by analyzing carefully, the trends in the testing item analysis from last year's test.

Social studies and science work is deeply rooted in the community and the environment in which we live and children learn to extend this fundamental and rich understanding in order to be able to imagine and understand places, dynamics and concepts and principles that they do not get to directly experience firsthand.

Arts are heavily emphasized throughout the curriculum and our partnerships with CBOs provide a rich variety of professional arts programming.

Some of our greatest accomplishments over the past three years are that we develop wonderful community members who care about themselves, each other and their school and who love learning. Students live this principal by doing community service in and outside the school. Teachers are proud to work here.

- Improved new teacher orientation and support mechanisms.
- Revised Staff meeting structure that puts greater emphasis on time spent looking at and analyzing student work.
- Improved PPT structure that gets more eyes on each child and that increases the number and quality of interventions before referral.
- Greater agreement and clarity in the curriculum across classes on a grade and across grades in the school.
- More assessment instruments that are standard across grade levels and across the school.
- Adoption and development of assessments that reflect specific and important detailed information that teachers can use and that also gives windows into how children think and develop.
- Improved delivery of curriculum and quality services to our neediest students in our newly opened self-contained special education classes.
- Newly opened CTT classes on 1st/2nd grade and 4th/5th grade add configuration options that improve our ability to support students.

Aids to continuous improvement

- Being a small school helps the principal and many teachers and specialists know ALL children and makes for better case-management.
- We have an incredibly dedicated staff who care deeply about their professional growth and who work together as a professional community to deliver excellent education to children.
- Children are supported in multi-age classes so that they have the opportunity to mentor and be mentored, and so that they are with the same teacher for more than one year. This makes children more independent and helps children be better known by the professional staff.
- Inquiry as a stance that is valued throughout the curriculum and throughout the school, both as an instructional stance, and as an assessment stance in which we look at student work to really learn about how children are and aren't making sense of content and curriculum.

Barriers to continuous improvement

- Budget cuts
- OSEPO's destabilizing decision-by-spreadsheet approach has made us have to open 4 self contained classes in just over 4 years. That's made it hard for us to keep up with the new demands in this new area of practice.
- Also, the enrollment projections process has created projected nubers of students that we couldn't attain, so now we have to return more money from an already slim budget.
- The narrowness and specificity of expectations on high-stakes tests puts pressure on our school to narrow our curriculum. It's a constant struggle to balance curriculum that is responsive to students' strengths, needs and interests with the demands of a narrowly defined, high stakes curriculum framework.

SECTION V: ANNUAL SCHOOL GOALS

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

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

To develop a system of detailed professional profiles and growth plans, built on a foundation of observations and reviews of student work and classroom data.

As a new principal, I'm committed to expanding my understanding of the professional practice in the school so that I can base resource allocation, work assignments, and partnerships and other structures on the defined needs of the staff. I'd also like teachers to be aware of their own learning trajectory as professionals and to benefit from the wisdom and perspectives of their colleagues. In addition, the latest quality review, recommends that we “refine professional growth plans so that they clearly detail interim checkpoints for action and monitoring.

Improve student performance in math on the 4th and 5th grade state tests.

Improve attendance by .5%-1%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a system of detailed professional profiles and growth plans, built on a foundation of self evaluations, observations and reviews of student work and classroom data. Principal will observe in 75% of classrooms monthly. Principal will identify 2 highlights and 2 points to consider after each visit. Teachers will take action on 75% of the points to consider by year’s end.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>3 days a week, the Principal will spend 30-45 minutes visiting classes. I will write my observations and send a note to each teacher regarding these observations. The teachers will have opportunities to discuss the highlights and points to consider at grade-team meetings. Teachers will be offered extra coverage to visit other teachers to expand their repertoire of teaching moves based on some identified needs. Teachers will be financially supported in attending workshops / courses outside of the school. Our in-house coaches will offer to work with teachers on identified needs. Weekly staff meeting time and monthly half-days will be focused on addressing patterns in the identified needs. Teachers will meet semi-annually to review their goals and progress toward those goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We will use per-diem time to include teachers on the walkthroughs so that teachers can simultaneously expand their repertoire and offer ideas to their colleagues.</p>

Indicators of Interim Progress and/or Accomplishment

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

Principal will have documented observation notes and feedback notes to teachers. Teachers will have goals conference two times a year with Principal, and feedback will be recorded on summary sheet. Teachers will engage in more of the highlighted practices throughout the school.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve attendance school-wide by between .5% and 1%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Engage in information campaign to let families know the roots of our lower than expected attendance (taking an extra day around holidays, not coming on bad weather days, etc...)</p> <p>Write about our attendance trends in regular Principal letters.</p> <p>Attendance committee monitors and responds to individual students’ attendance trends.</p> <p>If creating awareness of the attendance trends does not yield sufficient improvement, we will offer incentives for attendance on traditionally less well attended days (ex. extra recess, extra project time, special read-aloud, etc...)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Schedule time for school secretary to print daily attendance data.</p> <p>Schedule time for attendance committee to meet and address letters to families of students with poor attendance, and to provide other interventions as necessary.</p> <p>Partner with our Network attendance teacher to review the data and design interventions.</p>

Indicators of Interim Progress and/or Accomplishment

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

Regular monitoring of attendance by Pincipal and attendance committee, and regular reporting back to the school community about our attendance trends.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve by 15% the percentage of students scoring 3’s and 4’s on the NYS math test in 3rd, 4th and 5th grades this year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Review curriculum units in 3rd, 4th and 5th grade to improve alignment to standards and to test items on which students were less proficient based on last year’s testing.</p> <p>Conduct a predictive assessment in grades 3, 4, & 5 earlier this year (10 weeks before NYS math test) in order to have time for an item analysis followed by extra directed instruction in the lower scoring areas and for the lower scoring students.</p> <p>Offer several sessions of Math Extended Day for students identified as needing a boost in math by their teachers or by previous years’ testing or by interim assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Build time into the weekly schedule for grade teams to meet to discuss and plan curriculum by creating common prep back-to-back with lunch for entire grade-team.</p> <p>Offer opportunities for students to work in grade-level groups for math even though they are usually in multi-age classes.</p> <p>Review item analysis from previous year’s NYS math test with teachers so that they can understand which areas their students excelled in and which were harder for them, and plan instruction to address the identified needs.</p> <p>Purchase Dreambox subscriptions for students identified as needing remedial support in the 3rd and 4th grades.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Upper Grade SETSS teacher conducted initial assessments of 3rd, 4th and 5th graders, and entered the results into a Google Doc. Those results were used to make instructional groups and to design interventions.</p> <p>Upper grade students in extended day small groups will be monitored regularly based on their performance on daily problem sets.</p> <p>All upper grade students will take DYO interim assessments three times a year. Teachers will score and describe the work according to a developmental rubric, and consider next steps for the whole class, small group instruction, differentiation and intervention.</p> <p>Upper grade teachers assess the students' progress on curricular goals and benchmarks identified in their curriculum outlines by collecting revealing work samples, using curriculum-based assessments, and designing their own assessments.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	2	N/A	N/A	4	4	5	
1	20	12	N/A	N/A	3	2	2	
2	14	6	N/A	N/A	3	3	3	
3	10	8	N/A	N/A	4	2	2	
4	17	13			3	3	2	
5	15	11			2	2	1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>During school day services are provided both in class and in a separate location. The AIS teacher provides scaffolded lessons, previewing strategies and or graphic organizers relating to classroom work, and/or provides teacher prompts and questions to students to guide their work and understanding of class lessons. In ELA, the focus is on work in the areas of word decoding and encoding; writing work in the areas of content, structure, organization and mechanics; and reading comprehension and fluency. Wilson, Foundations, Words Their Way, Pinnel & Fountas Phonics, Explode the Code are some of the programs used. In the younger grades the focus is on building phonics skills for both reading and spelling, handwriting, reading strategies for decoding and comprehension and sight word knowledge. Students also work in small groups during extended day. Extended day teachers are weaving technical skill building approaches into community and enrichment based learning experiences. In this way, struggling students and more academically successful students can work together and the struggling students have strong peer models in their small groups.</p>
<p>Mathematics:</p>	<p>In upper grade math, the focus is on multiplication, division, addition and subtraction, geometry and fractions. In lower grades interventions include differentiation of the main tasks or introduction of intervention routines or activities. Supports include the use of manipulatives, graphs, charts, other visuals, practice games, repeated instruction, step by step instruction in a small group during the school day. Also use TERC investigations, games that build counting strategies, number sense and early computation strategies. We've also been using a web-based piece of software called Dreambox to offer remediation to struggling learners in math.</p>
<p>Science:</p>	<p>SETSS teachers push-in for at-risk support.</p>
<p>Social Studies:</p>	<p>Within small groups and in one-on-one conferences during class time, classroom teachers and AIS teachers differentiate the work and provide scaffolds for at-risk students. SETSS teachers push-in for at-risk support.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor works one-to-one and with small groups of children to increase their ability to understand and express feelings, to build a repertoire of ways to resolve conflict, and to develop social skills. Additionally the program helps students learn appropriate ways to deal with unpleasant feelings and improve coping skills to deal with disappointment.</p> <p>The Phys. Ed. Teacher is also skilled in conflict resolution and RCCP and supports all teachers in providing RCCP support to their classes.</p> <p>Extnded day groups in Grades K-5.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Observation of individual students, and counsel and recommendations to the classroom teacher and AIS team.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The Social Workers review routines at home and family dynamics to make suggestions for what may improve a child's adjustment to school. They interview parents and children. In addition, they play games with the children to build frustration tolerance and teach appropriate interpersonal skills. They also offer workshops for families on many different topics including responding to domestic abuse, reimagining discipline at home, and designing homework routines.</p>
<p>At-risk Health-related Services:</p>	<p>Asthma clinics – provided by the nurse – small group - during school. Diabetes clinics and support for students who students who have diabetes</p>

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

NCLB/SED requirement for all schools

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

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

Our school does not receive Title III funding.

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

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

Section I. Student and School Information

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We review the home-language surveys and hold intake interviews with all families to determine language and translation needs.

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

We have about 12 different languages (other than English) spoken at home. There are only 4 families that need formal translation or oral interpretation.

Part B: Strategies and Activities

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

Some families make arrangements to have school materials translated at home by a relative or community member. When this is not possible, materials are translated in school before being sent home. Some written translation is achieved via parent volunteers. Some is achieved via multi-lingual staff members, and some is achieved via web-based translation services.

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

Oral interpretation is provided for all family conferences including EPCs and other face-to-face or phone meetings between parents and staff. For families who speak Spanish, French, Creole or Chinese, we have staff members who can provide oral interpretation. If a staff member is not available, or the family needs interpretation into another language, we use parent volunteers or hire a translation service to accommodate the family's language needs. We also work with outside agencies already involved with particular families to coordinate with translators already assigned to the family.

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

The school will post, outside the parent room, notification in each of the covered languages regarding the availability of translation and interpretation services. We will also send language-specific notices regarding language services to each parent with a home-language other than English.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$145,379	\$145,379
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,453.79	\$1,453.79
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _TBD – 08-09 93.3%_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The Principal will contact all teachers still in need of credits to fulfill their requirements for becoming highly qualified teachers. Principal and/or mentor will work with teachers to develop a plan for becoming highly qualified. Teachers will be supported with education stipends and release time from staff meetings in order to further their professional growth and help them achieve highly qualified status.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. --- This happens as we review with the staff and families, our school's Progress Report, Quality Review and LES. We also use internal devices such as end of unit and interim assessments in ELA and Math and other subjects to measure our progress along the way.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. --- We carefully monitor our students' progress and performance in all grades and in all subjects. As soon as we are concerned that a child

may not meet the standards, we offer academic intervention services, and work with the family to provide the best mix of supports and resources for helping each child reach her/his full potential. If an academic difficulty is persistent or pervasive, we will initiate a referral process. Classroom teachers also differentiate their curriculum based on assessed needs in order to support a wider range of student needs and abilities.

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

Our school offers extended day groups and at risk and mandated groups during the school day that provide interventions such as Wilson reading, Reading Recovery, Foundations, Sounds in Motion, Dreambox math

3. Instruction by highly qualified staff.

Previously addressed (see p.29)

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

The school offers varied and flexible opportunities for all staff to develop as professionals. We offer weekly staff meetings for 90 minutes in which professional dialogue and study is facilitated by various experienced staff members or guest presenters. Our grade teams meet weekly for 1 hour to review student work and share best practice. Staff members attend a variety of workshops and courses both in and out of the school. Our paraprofessionals recently participated in a TCI (Therapeutic Crisis Intervention) institute. Staff members turnkey their learning to constantly help us all keep our skills up to date. We also have an annual retreat dedicated to a focusing theme – last year it was on multiculturalism and anti-racist / anti-bias / anti-bullying curriculum. We also have annual curriculum planning days in which teachers work in grade teams and usually with content area specialists to develop the yearlong outline for the coming year. Our principal also attends workshops offered by the network team as well as by the CSA's ELI program, and has also entered into a mentoring relationship with a coach from the leadership academy.

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

We conduct a rigorous solicitation, screening and interview process that involves many stakeholders in both interviewing and observing the practice of prospective candidates. We then couple that with thoughtful placement of the new teachers and supportive professional development geared specifically toward new teachers to our school.

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

We offer many opportunities for family involvement and scaffold such involvement to support the participation of all families. For example, we offer childcare at PTA meetings and other schoolwide events such as curriculum night. The PTA creates many community-building events to ensure that all parents receive a warm welcome. Our parent coordinator does outreach and encourages parents to attend workshops with the social workers around parenting issues and supports for connecting to school. PTA meetings are alternately scheduled on mornings and evenings in order to make them available to a wider audience. Teachers produce curriculum letters at least every two weeks so that families can stay connected to the curriculum. Teachers write narrative reports to help parents better understand their children's progress beyond just giving them scores and ratings. The principal writes monthly letters to families and holds monthly coffee hours on a variety of topics. The School Leadership Team hosts a community day each year, in which parents join teachers for lively discussion around school-based topics.

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

We give 10-12 tours of the school to prospective parents. Our Parent Coordinator and Early Childhood Social Worker work with the families of new young students to field and respond to questions and offer logistical and emotional support, and to connect them to resources at the school and in the community. We couple our PK and K students in multi-age classes so that new students have the support of being with their first teacher for two years and so that they have the additional support of having more experienced children to serve as role models and mentors. Our parent coordinator visits open-houses at many of the neighborhood early childhood centers.

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

Teachers are empowered to design a multitude of assessments for personal use with their classes. Teachers are provided with schoolwide tools, structures and expectations about assessments that will be done for all classes. Teachers are always given the opportunity to weigh in about the utility of those assessments, and to offer alternatives or adjustments to the assessments we use. We've dedicated some staff meeting time to working with assessment tools, and to analyzing assessment data and discussing the implications from that data. For example, we looked at student writing together as a staff, and assessed it using the TC Narrative Writing Continuum. Our teachers also participate in formally designing assessments for use across our network through their participation on the Math DYO Interim Assessment Design Team.

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

We have a highly functioning PPT that regularly reviews individual cases brought up by teachers or other staff members. Each student is assigned a case manager whose job it is to ensure that many eyes are on that student and that we're all monitoring that student's progress through various interventions that are offered. If sufficient progress is not being made, we consider adjusting the interventions or the structures, services or program for that child. Teachers describe and sort class sets of student work together in grade-team groups in order to identify each student's location in their own learning trajectory and to design interventions, supportive groupings and differentiation techniques. Based on student data and teacher observations, we designed extended day groups for both before and after school in the areas of literacy and math, for children in need of additional support.

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

We have rich and varied partnerships with CBOs who provide arts programming, after-school care, family programming, counseling services, job training, workshops for families, mental health services, evaluation and screening services, case management and intervention services.

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
1 student
2. Please describe the services you are planning to provide to the STH population.
With only one student in temporary housing, we have a very individualized approach. As a student known to our PPT, he currently has a case-manager, who along with his teacher monitors his academic and social growth as well as any other related needs he may have. We have provided counseling. We've met frequently with his parent. We've connected the parent to CBO-based services and supports. We have ample stocks of additional school supplies and provide them as needed. The student also participates in the school breakfast and lunch programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Neighborhood School						
District:	1	DBN:	01M363	School		310100010363	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	15	19		92.7	94.5	93.5
Kindergarten	53	54	48				
Grade 1	38	56	56	Student Stability - % of Enrollment:			
Grade 2	47	38	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	57	50	40		86.5	88.6	89.3
Grade 4	45	53	49				
Grade 5	40	44	53	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		36.7	42.1	40.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	0	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	298	310	321	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	31	15	Principal Suspensions	2	4	0
# in Collaborative Team Teaching (CTT) Classes	0	0	18	Superintendent Suspensions	1	2	1
Number all others	52	49	37				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	20	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	15	2
# receiving ESL services only	6	1	TBD				
# ELLs with IEPs	2	5	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	6	5	18

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.9	50.0	62.5
				% more than 5 years teaching anywhere	57.1	60.0	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	95.0	95.8
American Indian or Alaska Native	2.3	1.6	1.9	% core classes taught by "highly qualified" teachers	93.3	93.3	100.0
Black or African American	22.1	18.7	16.5				
Hispanic or Latino	25.5	26.5	28.0				
Asian or Native Hawaiian/Other Pacific	15.1	13.2	11.8				
White	33.2	34.8	39.6				
Male	54.0	53.9	53.0				
Female	46.0	46.1	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	33.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	21.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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

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



Parent-School Compact for The Neighborhood School (PS 363)

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore The Neighborhood School (PS 363), *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The Neighborhood 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 Advisory Council, as trained volunteers and welcomed members of our school community. The Neighborhood School will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

In developing the The Neighborhood School 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 Neighborhood School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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; and
- conduct an Annual Title I Parent Fair/Event – (Curriculum Night and Fall Family Work Share, and Principal's Coffee Hours) 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.
- teacher presentations at PTA meetings

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

- holding an annual Title I Parent Curriculum Conference, open to all families in the school
- hosting educational family events/activities during Family Conference Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing a Parent Resource Center or lending library; instructional materials for parents in our PTA room.

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress (NS website, What's UP, curriculum letters, principal letters, Parent Coordinator fliers)
- providing folders / mailboxes for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand; parents also communicate with teachers via phone, email, note, and class parent representatives.

Section II: School-Parent Compact

The Neighborhood 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. The Neighborhood School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- 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 a Title I Parent Annual 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, child care or home visits 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. Information 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (Curriculum Night, Sing, Curriculum Celebrations, Fall Family Celebration, Intake Interviews, Family Conferences, Workshops, Family Trips, Ice Skating, Theater outings, Field Trips, Principal's Coffee Hours, etc...)

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; and
- 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;

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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Noemi Mora on March 29, 2011.

This Parent Involvement Policy was updated on March 29, 2011.

The final version of this document will be distributed to the school community on March 30, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 1	School Number 363	School Name Neighborhood School
Principal Milo Novelo		Assistant Principal type here	
Coach Dara Corn		Coach type here	
Teacher/Subject Area Laura Tiktin		Guidance Counselor Lori Maccarrone	
Teacher/Subject Area Alexis Neider / 1st/2nd grade		Parent Cathy Albisa	
Teacher/Subject Area Faye Oldak - ESL Teacher		Parent Coordinator Noemi Mora	
Related Service Provider Stephanie Downey Toledo		Other type here	
Network Leader Alison Sheehan		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	320	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	2.19%
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Part II: ELL Identification Process

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

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

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

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

1. When the families of all Kindergarten and any new admit in grade 1 - 5, come to register their child at the Neighborhood School, and they are new to the NYC Public School System, the secretary will inform Faye Oldak, our certified ESL Teacher, or if the parent needs Spanish translation, Stephanie Downey Toledo, a Bilingual Speech and Language Pathologist, who is also a member of or LAP Team. The parent of every new admit who is new to the NYC School System, is given the Home Language Survey (HLIS) to assess their English Language proficiency. Both the parent and student interview are conducted by Faye Oldak, the certified ESL teacher and when necessary, with the assistance of qualified translators. If this process indicates that the student could be an ELL, then the parent is informed that their child will be administered the LAB-R test, to assess their English Language proficiency.

If the student has previously been in the NYC School System, the secretary will review the HLIS on record in their cumulative file and in REXH in the ATS system, to determine if the student should be receiving ELL instruction. If so, these students will receive our Freestanding ESL services.

The revised Language Assessment Battery (LAB-R) is used to identify and place new ELLs. It is administered only once to a student to determine his/her eligibility for instructional services of English Language Learners (ELL). These students are tested as soon as possible, but in all cases no later than ten school days after the date of enrollment. In the Spring of the same school year, the New York State English as a Second Language Achievement Test (NYSESLAT) are administered. Faye Oldak, the ESL provider reviews the scores and determines the progress or lack of progress for each ELL student receiving services to determine if the instructional methods that have been administered have met the needs of different ELLs students. This ongoing evaluation is crucial in making decisions that increase ELL students' chances for success.

2. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within 10 days. During the orientation, the parent watches the DVD that describes the three programs that are offered to ELL students in the New York City school system. They are: the Transitional Bilingual, Dual Language and Freestanding ESL Programs. Parents or caregivers are shown the DVD in the language that they are most comfortable with. If necessary a translator in their native language will be provided, to enable any questions that parents may have to be answered. The orientation is usually conducted by Faye Oldak, a certified ESL instructor, and the parent coordinator, Noemi. If there are still unanswered questions the parent may see the principal, Milo Novelo, who will clarify any concerns or issues that they may still have. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is still unable to make an orientation, we have translated literature that is sent home to the parent with the Parent Choice form. If we do not hear back from the parents, it is assumed that parents have chosen the default option and the school will place the child in the appropriate class within 9 days.

This year, our school has 7 ELLs; 6 ELLs and 8 ELLs in the previous years. Because of the small number of ELLs we have and their dispersement throughout grades K - 2, we have only been able to offer Freestanding ESL as a service option. Parents will have the option of transferring their child to other schools that provide either a Bilingual or Dual Language Program, if they so desire. If parents choose to stay at this school, they will be provided with Entitlement Letters and Program Selection Form at the meeting to complete their program selection.

3. Every parent whose child is entitled to ESL services, is called to attend the scheduled orientation meeting with Faye Oldak, the ESL service provider. The Entitlement Letter and the Parent Survey and Program Selection forms are distributed in the child's native language and in English, within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator, Noemi and the use of translators if needed, to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option. All students deemed eligible to receive services will receive ESL services within 9 days of being identified as an ELL student. There is constant follow-up, until all the forms have been collected. Presently we have 100% of all the Entitlement Letters and Program Selection forms, for all the ELL students that are registered at the Neighborhood School.

4. All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive these services within 9 days after being identified as an ELL. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through our ESL teacher, Faye Oldak and parent coordinator,

Noemi, with the assistance of a translator if necessary. At this point in time, our school offers Freestanding ESL services to ELLs.

Yes, we clearly describe to families the three programs available to students: Dual Language, Transitional Bilingual, and Freestanding ESL. In addition to showing the video to parents, we consult with families about the program that best meets the language needs of their child. However, the trend thus far, has been that parents do not want to remove their child from the Neighborhood School. Faye Oldak, the certified ESL provider, consults with parents of the ESL students, explaining the program that is being offered to the child at this school. Since we only offer the Freestanding ESL Program, the program is explained in depth. An individualized program for each child is outlined to best meet the needs of the individual child. Throughout the year, the ESL provider makes an effort to meet with the parents at least twice a year, to help them understand the goals of the program. In addition, the parents are updated on the progress of their child and given periodic handouts and tips to help their child succeed. All communication with parents or other persons in a parental relation to a pupil designated as limited English proficient, shall be notified in English and the language they understand. For those individuals whose home language is other than English, the written communication is translated in their native language. Many of our classroom teachers are fluent in Spanish and have all correspondence, reports and assessments translated for the parents. When the need arises for translation in another language a translator is provided.

5. The information gleaned from the Home Language Survey forms clearly indicates a strong preference for ESL instruction. Our ELL students come from homes where English and Spanish, English and Chinese, English and Japanese and English and French, are spoken simultaneously. After the beginning of each year the LAP Team examines the parent choice letters. If we receive 15 parent choice letters requesting a Transitional Bilingual Education program or a Dual Language program, from parents of students in two consecutive grades (for example: K and 1) we will be mandated to offer such a program. If parents are interested in enrolling their child in a Bilingual Program or Dual Language Program, we can assist the parent with locating a school that is most convenient. The parents who have registered at The Neighborhood School for the past few years have opted for the Freestanding ESL Program as their preference.

6. Yes. As a small and very diverse school, we do not have enough children who speak any one language to warrant a full time Bilingual Program or a Dual Language Program. The only program that fits our population is a Freestanding ESL push-in and Pull-out program that addresses all the needs of our ELL population.

Yes, all of our freestanding ESL services offered are aligned with the parents requests. Our Language Acquisition Policy addresses the complex composition of the schools ELL population, taking into account differing languages, cultures, education levels, amount of time spent in English speaking schools, abilities and economic backgrounds. The participation of all ELL community stakeholders - administrators, teachers, parents and students are all involved in formulating a school-based LAP to ensure success to facilitate its implementation. Ongoing review, determines the programs effectiveness and guides the LAP Team to make appropriate adjustments to the plan.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	3	3	0	0	0	0	0	0	0	0	0	0	7
Total	1	3	3	0	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)		7	Special Education	5
SIFE	0	ELLs receiving service 4-6 years		0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	3	0	0	0	0	0	0	7
Total	7	0	3	0	0	0	0	0	0	7

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Due to the small percentage of our student body that are ELLs, we offer a Freestanding ESL, as we do not have the number of students needed to fill a transitional or dual language class. Our Freestanding ESL program serves our ELLs in a combination of push-in and pull-out services. Currently 45% (3 students) of our ELLs are in the same class, a self-contained 1st /2nd grade 12:1:1. Our ESL provider, Faye Oldak, does push in services in this classroom to meet the mandate of 360 minutes each week. The other half of our ELLs are spread across different classrooms and therefore are served in both a push in and in a pull out program. Beginners and intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of insruction are also served through this model.

There are no ELL students registered at the Neighborhood School above the second grade and therefore, we have no students who have been receiving service for 4-6 years of ESL service.

1. b. Our ELLs range in grade from K-2 currently. Since our school has a self-contained K/1st grade 12:1:1 ratio, and a self-contained 1st/2nd grade 12:1:1 ration, some our groups are mixed ages, likely K-1 and 1-2. As mentioned above, we don't have any ELLs who have been receiving 4-6 years of service. All of our ELLs are in the self-contained classes and will be served together in a modified "ungraded" model.

2. In order to serve our 7 students, we have an F-status teacher, Faye Oldak, who is ESL certified, to teach English as a Second Language. One will be a push-in group in the 12:1:1st/2nd grade class that will serve 3 children, and the other group will be a push-in group in the 12:1:1 K/1st grade class serving 2 children. There will be another pull/out or push in program for two additional students, both in a self contained regular classroom.

2. a. As per the NYS CR Part 154, our ESL provider, Faye Oldak, ensures that every student who is mandated receives the number of units to support our ELL students. In our ESL program, students who score beginning and intermediate on NYSESLAT will receive 360 minutes/week of ESL support while students who score advanced will receive 180 minutes/week. 50% of the ESL support will be in ELA area, 25% in math instruction. Currently four-fifths of our ELLs have IEPs. We look at each case individually to determine if the child will benefit from additional ESL above the services they receive as per their IEP, or if it is a case where the child is adequately supported in all areas, including English language acquisition by their IEP. Our plan is support our ELLs with special needs by having the ESL provider push in to the self-contained class in order to support the students as well as to model and share strategies with the teacher, paraprofessionals, and even related service providers who work with those students.

3. In our ESL program, students who score beginning and intermediate on NYSESLAT will receive 360 minutes/week of ESL support while students who score advanced will receive 180 minutes/week. To develop academic language in the content area, a context-embedded approach is used in our classrooms. The ESL teacher will work collaboratively with teachers, using thematic units of study, and the use of supports such as graphic organizers, models, maps, charts, word walls, etc. Much real-world experience is also provided, with students receiving multiple opportunities to use academic language within activities. Instruction is clearly differentiated for students to make the necessary academic gains. For example, the content area subjects are taught using manipulatives, through hands on experiments as well as through visual and dramatic arts in order to maximize opportunities for comprehensible input. In regard to the ESL support 50% will be in ELA area, 25% in math instruction to develop mathematical vocabulary, and 25% in the content areas of social studies and science.

4. a. Instructional Plan for SIFE:

Our progressive and workshop approach makes for instruction that has multiple entry points and differentiated instruction. In addition, for a SIFE student (although we don't currently have any), we would offer opportunities for the SIFE student to participate in a newcomer/beginner group that would meet once a day with our ESL teacher. Teachers who would work with SIFE students would pair the students with students who speaks their native language in the classroom. Teachers would also use a variety of manipulatives and visuals when instructing as well as provide meaningful experiences that can be relevant for those students.

4. b. Instructional Plan for Newcomers:

Students who are new arrivals would also participate in our extended day programs. They are ability grouped with a focus on providing comprehensible input to expand receptive vocabulary. LAB-R and NYSESLAT results are used as baseline to assess students English Language Proficiency. Portfolios are used for the ongoing assessments. All students are also assessed using TC Running Records, Writing Analysis, and EDM unit assessments. In the general education and self contained settings, students will be instructed in small groups throughout the day to address their needs. All students will be exposed to the grade level content curriculum. The use of visuals, manipulatives, and total physical response will be ongoing. When possible, a teacher who speaks their native language will be available for native language support. In addition, the ESL provider will provide professional development to the classroom teachers, so that they too can incorporate ESL methodology into their regular teaching practice. Since the No Child Left Behind now requires ELA testing for all ELLs after one year, our instruction will:

1. Provide a supportive curriculum that adheres to class curriculum so as to strengthen the ELL's reading, writing, listening, and speaking skills in the context of daily instructional activities.
2. Provide formative and summative assessments to determine newly arrived students' proficiency, assess needs and determine goals.
3. Differentiate instruction according to the specific needs of individual learners.
4. Provide methods and strategies known to promote language development and build critical thinking skills.

These provisions will be met by adhering to various ESL activities that include, but are not limited to reading and writing workshops, scientific inquiry, author studies, listening and speaking activities, and other various strategies that deal with the linguistic system of pronunciation, vocabulary, grammar, and discourse. ELLs will be exposed to high level thinking such as analyzing, reasoning, synthesizing and self-evaluation. Some of the materials being used in our classrooms with our ELLs include, Read About, Ticket to Read, Reading Reform, and Moving into English. The Wilson Reading System will be used for students that difficulty decoding (reading) and encoding (spelling). The Lexia Phonics Primary Intervention, the Lexia Primary Reading Program, and the Starfall Computer Program, are educational alternatives for young students having difficulties with letter sounds, spelling and online interactive books will also be used.

4. c. Plans for ELL students receiving service 4 - 6 years:

We do not have any ELLs who have been receiving 4 - 6 years of service.

4. d. Plans for long term ELL's who have completed 6 years:

We do not have any long-term ELL's who have completed 6 years.

4. e. Instructional Plan for ELLs Identified as having Special Needs:

Currently four-fifths of our ELLs have IEPs. We look at each case individually to determine if the child will benefit from additional ESL above the services they receive as per their IEP. In the case where the child is adequately supported in all areas, including English language acquisition by their IEP, they will be X-coded, and served as per their IEP. Our plan is support our ELLs with special needs by having the ESL provider push in to the self-contained class in order to support the students as well as the model and share strategies with the teacher, paraprofessionals, and even related service providers who work with those students. Our related service providers and special educators collaborate weekly and we will invite the ESL provider to be a part of that collaboration to share both best practices and curriculum. Our ESL provider and our SLP work closely to ensure that children are being accurately identified and that a child is not receiving special education because of their emerging English and viceversa that a child with special needs is not being labeled as an ELL when their lack of English is related to a disability.

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

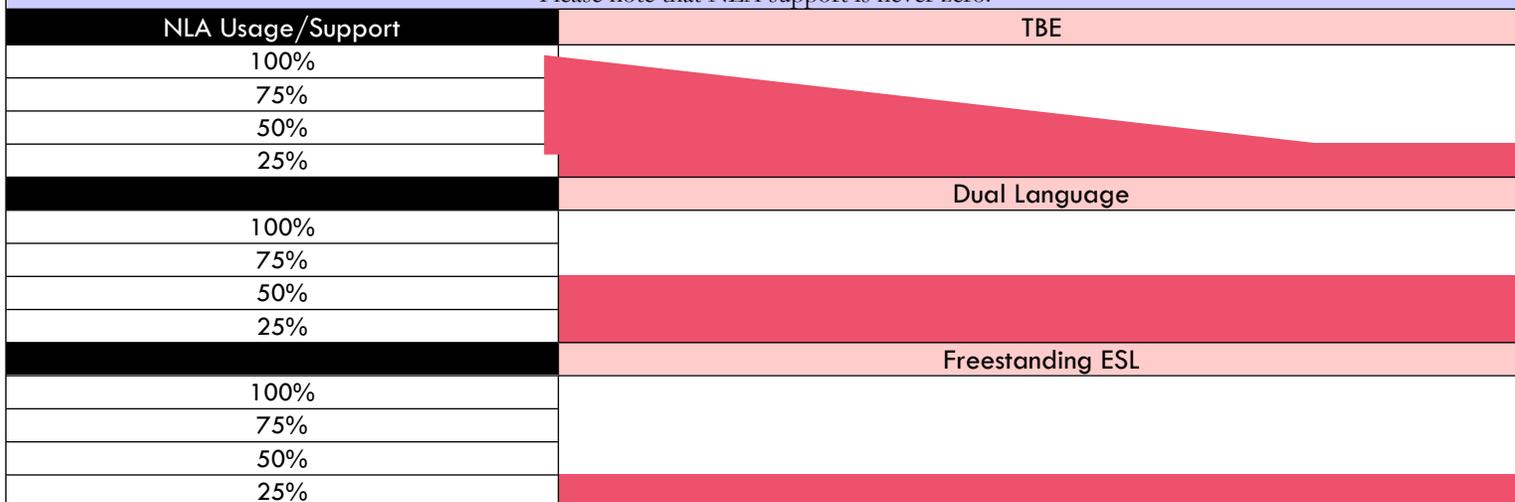
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Targeted Intervention Programs for ELLs:

During push-in, the ESL provider works in the class 50% of the time during ELA instruction, 25% during math instruction, 25% during content area. The ESL teacher models best practices during push-ins as well as training the classroom teacher in ESL best practices. The ESL provider also provides support in ELA, math, and the content areas during pull-out sessions. Students receive intervention in the form of small group instruction, and individual instruction. The targeted intervention programs that are used in our school to support our ELLs include Read About, Lexia and Starfall, and the Wilson Reading System. Manipulatives and hands on materials are used for those students who need instructional support. The buddy system is used to help students with limited English. Dual language materials are used to help students with English.

6. Instructional Plan for Continuing Transitional Support for ELLs Reaching Proficiency on the NYSESLAT:

The ESL teacher who serves these students will continually monitor their progress with the classroom teacher and provide any support that is necessary. The ESL teacher will consult with the teachers of former ELLs and offer support to the teacher as well as the students. We will continue to provide the necessary, allowable, testing accommodations for two years after a student has reached proficiency. Former ELLs will also have the opportunity to participate in our Extended Day Program. We plan to institute workshops for classroom teachers on working with ELLs and long-term ELLs. These workshops will illuminate best practices in working with ELLs regarding developing and using language, explicitly teaching vocabulary, and involving families of ELLs.

7. Improvements That Will be Considered in the Upcoming Year:

One new program that teachers will be starting to use next year is Sounds in Motion. Although this program is primarily used to support children with Speech and Language disabilities, in the early grades, it can be helpful to students trying to hear a phonetic structure that is different from the one they primarily hear at home. Starfall Learn to Read with Phonics, in another computer interactive program, where students have the opportunity to identify letters, sounds and sentences and read interactive books. They have the opportunity to hear the correct pronunciation of words, sentences and go on to reading books.

8. Programs Being Discontinued:

We are not discontinuing any ELL programs that specifically serve our ELL population.

9. Access to All School Programs:

All of our ELL students are exposed to the grade level content curriculum. These students receive a supportive curriculum that adheres to class curriculum as to strengthen their reading, writing, listening and speaking skills. All of our ELL students are offered spaces in our Extended Day Programs. These programs include, targeted language instruction, reading instruction, and enrichment classes.

10. Instructional Programs that Support ELLs:

Last year we installed SMARTBoards to work with ELLs to help improve learning outcomes, and will make teaching and learning more engaging. Teachers also use picture banks and picture cards to introduce new vocabulary and concepts. Teachers have been able to prepare more multi-media lessons that are visual and more accessible to our ELL students using this new technology.

11. Native Language Support:

We only offer ESL instruction at this point, though we offer Bilingual Speech Therapy in Spanish. Spanish-speaking children benefit from attending Spanish class. We currently have staff members who are fluent in Spanish. These staff members are available to provide native language support when necessary. At this time, none of them are ESL teachers, but they are part of our support staff (Speech, Guidance and Regular Classroom Teachers).

12. Meeting the Needs of the Different Age Groups:

With our current programming we are meeting the needs of all the ELL students in the school. All of our students are receiving an education that is aligned with the NYS Standards. Each grade in our school collaboratively plans and executes units of studies that address the needs of all learners. Students in each grade are given access to the curriculum for their grade through the ESL instruction. A child's age level and functioning level are always both considered when determining the support and resources used. We know it is hugely important to use materials that are age appropriate. We have often used texts written to be high-interest, low-readability levels when necessary, to ensure that instructional needs are being met while respecting the child's chronological age.

13. Newly Enrolled ELL Students:

Any newly enrolled ELL student who are new to the school and the country will be part of a mentorship program. Each student will have a peer mentor who will supply them with pertinent school information, such as important locations in and around the school grounds and other available school support services. This practice will provide meaningful oral language development using the school community as a natural springboard. Our Guidance Counselor and Parent Coordinator, are also available through the year where she addresses the new transition that the students are going through with culture, language adapting to a new school. In the first weeks of school we attempt to foster relationships between families of ELLs, this often begins at the meeting when families make their program choice. Many of our classroom parents often plan potluck picnics in the school yard which is an excellent way to welcome new families to our school community.

14. Language Electives Offered to ELLs:

Currently Spanish is the language elective offered to our ELL students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. Ongoing professional development will be provided in the areas of reading comprehension strategies, the Sheltered Instructional Observation Protocol (SIOP), and developing Social Studies Inquiry Units. We are continuing to develop units of study that engage all students and include outcomes for understanding and to address the new Common Core Standards. All teachers of ELL students will complete at least 7.5 hours of training on best practices in working with ELLs. Teachers of current ELLs will attend a one-day workshop (possibly QTEL- Quality Teaching of English Language Learners) in order to increase awareness of teaching strategies specific to ELLs. Furthermore, we will hold a 1.5 hour staff meeting for all classroom teachers and out-of-classroom staff on using ESL strategies. Each year, the teachers of current ELLs will complete at least the 7.5 required hours of training. In addition, each teacher will be participating in a case study by grade where they will choose a student who they will follow throughout the year and make changes to their instruction to meet the needs of the student involved in the case study.

2. Our staff members make themselves available to our students transitioning to middle school. Our Guidance Counselor pushes into our 5th grade classes once a week starting in May. She discusses problems that they may encounter in middle school and she also teaches them about advocating for themselves and their services (ESL and Special Education). When an ESL teacher is assigned to a 5th grade student, she will continue to provide them with support and help prepare them for what life in middle school will be like. We also encourage 5th grade students/classes to visit the middle schools they may possibly be attending. As ELLs move to middle school, we are concerned that they go to a school where they and their families feel comfortable. Noemi, our parent coordinator, researches schools which have a variety of ELL programs. When possible, she will accompany families visiting middle schools, to translate and/or answer any questions they may have. If another language other than Spanish is spoken in the home, she will assign someone who speaks their native language to join that family when they visit a middle school.

3. Over the course of the year our professional development days are dedicated to the (SIOP) Single Integrated Operational Plan, helping educators work effectively with English. Teachers of current ELLs will attend a one-day workshop (possibly QTEL- Quality Teaching of English Language Learners) in order to increase awareness of teaching strategies specific to ELLs. Furthermore, the Neighborhood School will hold a 1.5 hour staff meeting for all classroom teachers and out-of-classroom staff on using ESL strategies. Each year, the teachers of current ELLs will complete at least the 7.5 required hours of training. The professional development will provide the teachers with strategies in teaching ELLs as per Jose P. New teachers and paraprofessionals of special education will receive 10 hours of training. This training will take place throughout the year on various professional development days where teachers are released.

E. Parental Involvement

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

1. Parents are very involved in all aspects of the school's life. They visit classes to observe or volunteer. They serve on committees that take action, consider policy, and get things done. Parents of ELLs are welcomed and offered support based on their native language: ex. translated documents, translators for meetings, organization of support groups. We have staff members who speak Spanish, Chinese, Japanese, French, and they can be available for on-the spot translation if necessary. Our ELL teacher, Faye Oldak, reaches out periodically to all ELL families, to give support and guidance to those parents and offer strategies and computer software programs that may assist their children at home.

2. We work with service providers and case managers from CBOs in some cases, and in other cases, University Settlement, who has an office in our building is available for consultation and referral services. Noemi, our parent coordinator provides guidance and helps connect parents to services in the neighborhood and to our school social worker.

3. Our school works to be alert to the needs of parents through multiple pathways. The primary pathway is our parent coordinator, Noemi, who keeps an open dialogue with all families. She is bilingual, Spanish/English, and provides families with resources and support. She also sends out a survey to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of our parents are. Additionally, our principal, Milo Novelo, holds monthly coffee hours to stay in touch with the needs and concerns of families in our community. He also is bilingual.

4. Our school prides itself on strong parental involvement. Parents are an integral part of the classroom. Their needs and concerns are often met by working closely with teachers, who provide a curriculum night and invite families in for celebrations of student work. Parents also meet frequently with teachers to discuss their child's social and academic progress. Parents are involved in our community garden, green roof initiative, and many other committees. They are welcome in the school and have a strong voice on the School Leadership Team. Parents also speak often and openly with the principal. As mentioned previously, coffee hours with the principal allow families to have much input into school life and our community.

There are many on-going events held at the Neighborhood School throughout the year, that give parents the opportunity to be part of our family. Some of these events are our Annual Halloween Parade, Monthly Sing, Fall Family Celebration, PTA Pot Luck Dinner, Movie Night, Holiday Fair and Multicultural Celebration. We are always looking for ways to have our parents join us for our on-going events throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

READING/WRI TING	B	1	1	2	0	0	0							
	I	0	1	1	0	0	0							
	A	0	0	1	0	0	0							
	P	0	0	0	0	0	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

1. The assessment tool used by teachers at the Neighborhood School to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has show that most of our ELL students are reading below grade level. Also, the vocabulary and words that children tend to miss during their assessments are Tier II words. We are also looking at our language and word study blocks to look at how to imporve instruction in this area. After reviewing the data patterns across grade levels and profieciency levels it was clear that our ELLs are stronger in listening/speaking over reading/writing. Upon reflecting on this data, the LAP team feels this occurred for a variety of reasons. First, it follows typical language acquisition and we project that in the coming year our newcomers will be strengthening their reading/writing. Additionally, we felt the items on the NYSESLAT in the reading/writing section were sophisticated and required a level beyond what instruction had prepared the students for. This information is part of the data that we used to determine our professional development plan for the school. As a result, our plan going forward is to be more cognizant of supporting our ELLs in reading and writing and adding in instruction of higher order language and thinking skills.

2. We use the natural progression of second language acquisition (listening, speaking, reading, writing) to guide our instruction. We will look carefully at patterns within NYSESLAT testing and teachers' observations and have grouped our students accordingly. Our ESL instructor will use testing data to create whole group lessons as well as differentiate within small groups. As students master listening and speaking skills, the instructor will use teacher-created assessments and observations to create reading and writing lessons. It is apparent that more support is needed in devolping our students writing, reading comprehension and critical thinking. This information will be used in developing our school-wide professional development plan.

3. 1. Currently all of our ELLs are in the lower grades and therefore have not taken a State English Language Arts or Math Standardized test.

3.2. Presently we are using the TC Running R cords to assess the early literacy skills of our ELL students. In addition, potfolios are kept for each ELL student to see their progress through time. In addition, the ELL instructors meets with the teachers to see where the ELL students are having difficulties keeping up with the class work. The ELL periodic assessment is a tool we look forward to incorporating into our practice in the 2011-2012 school year. We anticipate that the ELL periodic assessment will be a great resource for guiding our ELL support in order to see how our ELLs are progressing and where the areas to target lie.

3.3 As mentioned above, we have not previously used the ELL periodic assessment but look forward to incorporoating it into our practice in the coming school year.

4. Presently none of the ELL students take the ELA or Mathematics Standardized Tests, since they are all in K - 2nd grade classes. We don not use the ELL Periodic Assessments as interim assessments to track our ELL students. School Leaders and Faye Oldak meet with the classroom teachers to discuss this data in our one-to-one meetings. During these meetings the school leaders, ESL teacher, develop an instructional plan on how to meet the needds of their ESL students. We find that most of our ELL students are not reading or writing on grade level. This shows us that there is much room to grow in both of these areas. This is one reason that readng comprehension and the SIOP model have become an integral part of our Professional Development Plan.

5. We do not have a Dual Language Program at the Neighborhood School.

6. Success of our ELL program is measured through quantitative data as well as qualitative data. We will look at the number of students who will be taking the NYSESLAT this coming Spring and see the number of students who have moved up one or more levels on their NYSESLAT as well as how many students are passing the NYSESLAT and no longer need ESL services. Classroom observations and 1:1 data conversations with teachers of ELL students help in the evaluation of the instruction and what is being executed in the classroom. We will also look at the social and emotional development of our ELLs in our school to see if they require any support services our school has to offer.

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/7/10
	Assistant Principal		
	Parent Coordinator		10/07/10
	ESL Teacher		10/07/10
	Parent		10/07/10
	Teacher/Subject Area		10/07/10
	Teacher/Subject Area		10/07/10
	Coach		10/07/10
	Coach		
	Guidance Counselor		10/07/10
	Network Leader		10/07/10
	Other <u>Related Service Pro.</u>		10/07/10
	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 01M363

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$145,379	\$145,379
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,453	\$1,453
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% (as per school's demographics and accountability snapshot).

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X	\$79,082		
Title I, Part A (ARRA)	Federal	X			\$143,926	✓	30-33
Title II, Part A	Federal	X			\$11,368	✓	19, 30-33, Also, average class size in 3 rd grade was 20
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	X			\$1,419,822		
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