



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE NEIGHBORHOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M363

PRINCIPAL: MILO NOVELO **EMAIL:** MNOVELO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Milo Novelo	*Principal or Designee	
Teddy Hernandez	*UFT Chapter Leader or Designee	
Gregory Rossi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dina Weiss	Member/Parent	
Michael Joseph	Member/Parent	
Sofia Pereira	Member/Teacher	
Amy Masters	Member/Teacher	
Laurie Buck	Member/Parent	
Alessondra P. Sgarlato	Member/Parent	
Laura Tiktin-Sharick	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

Comprehensive needs assessment

This goal is in line with the citywide instructional expectations. This practice, which we started last year, is one we will continue to expand upon as the DOE identifies standards that need to be implemented. This goal also relates to the present changes in the state and DOE expectations. It also relates to data from the Progress Report that indicates that students need to make more progress from year to year.

Instructional strategies/activities

Building off of last year's work, over the course of the 2012-13 school year each grade team will revise, and all teachers in these grade teams will implement two Common Core-aligned units that are well-aligned to selected standards as indicated by CCLS alignment protocols, embed the skills outlined in the relevant Common Core instructional shifts, and assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge

- All classroom teachers will participate in weekly grade-team planning meetings with the support of a grade-level colleague who is on the school's instructional cabinet.
- Grade-teams will examine student work from the 2012-2013 school year to understand gaps in student knowledge or skill and inform the design of their instructional next steps and the revision of their curriculum units.
- During these meetings, grade-teams will refine curriculum units and will compare unit objectives to common core standards to ensure alignment with the selected standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- The Principal will meet weekly with the Instructional Cabinet (a teacher leader from each grade level) to develop a shared understanding and vision for high quality curriculum and assessment that addresses the common core standards.
- Instructional Cabinet members will lead curriculum planning and task design sessions with their grade-teams throughout the year.

Strategies to increase parental involvement

- Parent members of policy advisory groups s/a the SLT, class parents, and the PTA will share with the broader parent body about the work going on in the school. Parents will have opportunities to gain exposure to the curriculum through curriculum night, presentations at PTA meetings, teacher-led workshops, curriculum letters (and other backpack mail) and Principal Coffee hours. Parents will give feedback to the principal about how the teaching is going via coffee hours, feedback from key parent constituents s/a SLT members and PTA leaders, annual surveys and individual conferences.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

We will use some PTA funds raised specifically to support PD and parent engagement.

Service and program coordination

We will integrate support services from our network team as well as DOE and university partners through grants and tax levy funds to coordinate our PD structures so that they are in line with grade teams needs for support with aligning curriculum to the common core standards.

Identified teacher teams will work with a math consultant on creating common core aligned performance tasks for mathematics. All teacher teams have the opportunity to participate in monthly planning sessions to revise math units to align with common core standards.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

Comprehensive needs assessment

- The Learning Environment survey showed that 78% of staff members felt that received adequate feedback in a timely manner. This goal seeks to improve this number and to also yield instructional outcomes that evidence student growth as a representation of professional growth. The composition of the staff this school year shows this need as there are 4 first year teachers on staff in addition to 2 other teachers who are new to the staff. This need was also identified by the superintendent and the network leader.

Instructional strategies/activities

The principal will visit each teacher's classroom at least 8 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to the 3 key competencies identified in the Citywide Instructional Expectations.

- This formative feedback will be provided within one week after 75% of observations.
- Feedback will result in improvement in teacher practice.
- New teachers will have two formal observation cycles (pre-observation, observation, post-observation), one in the first half of the year and the second in the latter part of the year.
- The principal will seek to leverage the observations made in these cycles by focusing on student work and following up with teachers after the feedback to monitor changes in student outcomes. Observations and materials gathered will also be used as source material for data analysis, and PD with the Instructional Cabinet and the entire staff.

Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.

- Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
- School leader sets up and follows a schedule for teacher observation and formative feedback aligned to Danielson competencies identified in the CIE.
- Teacher leaders working with the principal will design PD to help teachers understand schoolwide instructional expectations s/a analyzing student work and systematizing the impact this has on instructional decisions and student outcomes

Strategies to increase parental involvement

- Parent members of policy advisory groups s/a the SLT, class parents, and the PTA will share with the broader parent body about the work going on in the school. Parents will have opportunities to gain exposure to teaching practice through presentations at PTA meetings, teacher-led workshops, and Principal Coffee hours. Parents will give feedback to the principal about how the teaching is going via coffee hours, feedback from key parent constituents s/a SLT members and PTA leaders, annual surveys (i.e. the Learning Environment survey, surveys put out by the

Instructional Cabinet, and surveys put out by the SLT) and individual conferences.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Mentors will work with new teachers on refining their practice in their first year of teaching using the domains from the Danielson framework. The PD Committee will plan staff meetings in which the principal and/or teacher leaders or consultants or university or network partners will lead professional development around teaching practice. During this time, the principal will also work with teacher teams. University partners and network team members will also provide support during monthly half day PD work. Data from the observation cycles will be used to guide the work of staff developers such as our behavior management coach, the network special education staff developers, the ICT coach, and the special education coordinator.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Improve student outcomes of students who have been identified as being “at-risk,” on grade level, and high achieving, through the development of a schoolwide practice of analyzing authentic student data

Comprehensive needs assessment

- This need was identified by our superintendent and our network leader. Targeting high achieving students was identified on our Quality Review and Progress Report. Additionally, while analyzing student work has been a practice at the school for some time, the principal identified the need to set clearer expectations about documenting the data and the way this data informs instruction. New staff members specifically need support in this area.

Instructional strategies/activities

The PD Committee will plan and develop professional development with the principal about student data analysis and the impact on instructional decisions. PD will be lead by teacher leaders, network team members, and university partners.

- Teachers will use baseline assessments to identify and target student subgroups. They will use formative assessments to guide instructional decisions. Summative assessments will also be used. Some of these assessments will be discussed during observation cycles with the principal.
- Teachers will develop their repertoire for developing high achieving students during PD sessions and in grade team meetings.
- Teachers will also use IEP goals to inform instruction for special education students.
- Teachers will use common core resources s/a the Common Core Library to develop curriculum and common core aligned tasks.

Strategies to increase parental involvement

- Parent members of policy advisory groups s/a the SLT, class parents, and the PTA will share with the broader parent body about the work going on in the school. Parents will have opportunities to gain exposure to student work and implications for teaching practice through presentations at PTA meetings, teacher-led workshops, and Principal Coffee hours. Parents will give feedback to the principal via coffee hours, feedback from key parent constituents s/a SLT members and PTA leaders, annual surveys (i.e. Learning Environment surveys) and individual conferences.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Teachers will participate in in-school professional development as well as teacher workshops lead by the network and at universities s/a Teacher's College and Bank Street. Grade teams and other teacher teams will support from the Instructional cabinet members on their grade level. Teachers will get feedback provided by the principal about trends in student outcomes. Work in this area will be closely linked to observation cycles and professional development planning.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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, Sounds in Motion, Fountas & Pinnell Phonics, Explode the Code are some of the programs used. In the	Small group	During the school day and during Extended Day

	<p>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 the school day and during extended day. America Reads volunteers provide additional support to small groups of students during the school 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</p>	<p>Small group</p>	<p>During the school day, during Extended Day</p>

	<p>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>		
Science	<p>SETSS teacher pushes-in for at-risk support.</p>	Small group	During the school day
Social Studies	<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>	Small groups, one-on-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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,</p>	Small group, one-to-one	During the school day, during Extended Day, after school appointments

	<p>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. Extnded day groups in Grades K-5.</p> <p>The School Psychologist does Observations of individual students, and counsel and recommendations to the classroom teacher and AIS team.</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</p>		
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	<p>offer workshops for families on many different topics including responding to domestic abuse, reimagining discipline at home, and designing homework routines. The Social Work intern from the GO Project works with students who have been identified by their teachers and parents on an at-risk basis. A new program provided by Hudson Guild starting in 1/28/13 will also provide at-risk support to students and their families.</p> <p>Asthma clinics – provided by the nurse – small group - during school. Diabetes clinics and support for students who students who have diabetes</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Recruitment:

Principal Attended DOE recruitment fairs

Advertised on network list serve, reached out to university partners who provide student teachers, networked with other professional colleagues to attract highly qualified candidates

Formed a Hiring Committee consisting of principal, high performing teachers, parents, and special educators and support staff when needed

Engaged in a rigorous interview process and demo lesson or student work analysis by the candidates lead by the Hiring Committee and the principal

Assignments and Support (PD):

New teachers are assigned to be on grade teams and other teacher teams with more experienced teachers

New teachers are assigned high performing teacher mentors

Professional development is designed with scaffolding for new teachers (i.e. fish bowling, guided inquiry, intervisitations, descriptive review practice)

Supports include weekly grade team meetings, weekly staff meetings, monthly PD half days, coaching (ICT, behavior management, special education case management, network support, math consultant)

Math planning sessions, lesson studies, and common core performance task design provided by math consultant

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rello Anselmi, C.; Sheehan, A.	District 01	Borough Manhattan	School Number 363
School Name The Neighborhood School			

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

Principal Milo Novelo	Assistant Principal N/A
Coach Dara Corn	Coach N/A
ESL Teacher Constance Benson	Guidance Counselor Lori Maccarrone
Teacher/Subject Area Alexis Neider/1st-2nd Grades	Parent Denise Soltren
Teacher/Subject Area Danette Lebron/Espanol	Parent Coordinator Noemi Mora
Related Service Provider Dianne Pannullo/Sp Ed Coord.	Other N/A
Network Leader Alison Sheehan	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	303	Total Number of ELLs	12	ELLs as share of total student population (%)	3.96%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here:

1. The Neighborhood School carefully follows the prescribed steps for ELL identification laid out by the New York City Department of Education. This involves interviewing each parent or guardian of every new admit in their home language, and then administering and interpreting the HLIS and LAB-R. Beyond this formal procedure, however, is our school's mandate to be intimately involved with the community--the barrio, if you will--and familiar with the backgrounds of each family that comes to us. As the Neighborhood School, we are rooted in an extended family; our door is always open. Parents and guardians know this; it is the school's hallmark.

The school's administration from the Principal on down is bilingual Spanish--English. This includes the Parent Coordinator, School Secretary and other staff. Upon registration, the HLIS (Home Language Identification Survey) is filled out with a trained pedagogue and evaluated. Parents of incoming students upon registration are given the HLIS survey to complete and an informal oral interview is conducted in English and their native language by a certified pedagogue. The HLIS is always provided to the parents in their native language, as provided by the Department of Education, if that language is available. When that language is not available, we use the translation unit or staff member who speaks that language. The certified ESL teacher speaks Spanish and English. The HLIS survey is reviewed by the ESL coordinator who determines if the student is eligible to receive the LAB-R. The LAB-R is then administered to students who are eligible by the ESL coordinator or ESL teacher. The Spanish LAB-R is administered to students entitled for services based on LAB-R. Completion of LAB-R is always done within the 10 day period allotted. Parents are advised of their child's performance on the LAB-R and are informed of their choices for services at parent orientation. Students who test as ELLs will receive entitlement letters in their native language, as provided by the DOE. Students who are tested and are not entitled to ESL services will receive the non-entitlement letter in their native language as provided by the DOE. Students who continue in the program using the NYSESLAT scores, will receive the continuation letter in their native language indicating their proficiency level. Students who score proficient on the NYSESLAT receive a discontinuation letter and remain in the general education program but continue to receive testing modifications for the following two years and continue to be monitored for progress (transitional services). Please note all students also receive the English translations of letters along with the native language translations for parents' records.

Annually, ELL students are administered the NYSESLAT (New York State English as a Second Language Achievement Test). Prior to

the exam, the ESL coordinator facilitates an informational parent meeting to discuss the NYSESLAT, translations are provided using staff, parents and community members for oral translations. All ELLs receive the proper testing modifications and a schedule is set for testing each of the four modalities. Students are tested by grade bands by the ESL teacher and ESL coordinator. When the NYSESLAT scores are received by the school, the ESL coordinator analyzes them. Each modality is examined carefully and an easy-to-read spreadsheet is created by the ESL coordinator and distributed to the teachers. The scores are used to determine the next year's ESL mandated services, placement into any intervention programs offered at the school, to set goals for this population of students, and to plan instruction to meet the needs of the ELLs.

2. For all students who are entitled to ESL services, parents receive a letter in their native language regarding a parent orientation meeting that is held within 10 days of enrollment at the school. Two meetings are held, one in the morning and another in the evening. For parents who cannot attend the scheduled meeting, one-on-one meetings are provided on a different date.

During the parent orientation meeting, parents are provided with an overview of the identification process, a description of the ESL program at P.S. 363, a showing of the video produced by the DOE that outlines all three programs available in NYC public schools, and assistance is provided for completing the Parent Option forms and Parent Survey and Program Selection forms. Parents also are given the opportunity to voice questions or concerns. Translations are provided by staff, parents and/or community members. The video is presented in all languages that are applicable to our parents. Following the orientation, parents are given time to complete the Parent Selection Form and Parent Survey, which are provided in their native language as provided by the DOE. Assistance is offered for parents who may need help completing the forms. Parents are provided with the brochure in their native language.

If a parent does not attend the meeting and/or return the forms, the ESL coordinator calls the home, sends an email, if available, and back-packs a letter to the parent in an attempt to make a one-on-one appointment. If the parent doesn't respond within a week, the Parent Coordinator will reach out to the parents as well. For new enrollments, the parent orientation is ongoing and always held during the 10-day period. If their chosen program is not available at the school, the parent orientation is on-going and always held during the 10-day period. If their chosen program is not available at the school, the parent is informed of their option to transfer their child to another school that has that particular program. The parent is provided with a list of schools that do offer that particular program.

This year, the school has 9 ELLs with two home languages, namely, Spanish and Danish. Over the last three years, the ELL population was 7, 6 and 8 respectively, representing less than 3% of the total student population. Consequently, the school is limited to a Freestanding ESL program. Also, this year, the school's only new ESL admit had Danish as her home language, which limited the student's program choices to ESL. Nevertheless, the parent of this new admit watched the DOE video and became informed of the three program choices offered to English Language Learners in the New York City public school system. She filled out the parent survey and made the choice for our school's ESL program.

3. As part of our procedure, parents are given the opportunity to complete the Parent survey and Option form at the orientation meeting. Assistance is provided for parents who may need it. As previously stated, if a parent does not return the forms, within a week the ESL coordinator calls home, sends an email if available, and back-packs a letter in an attempt to make an appointment with the parent to complete the forms. If the parent doesn't respond within another week, the Parent Coordinator will reach out to the parents as well. With this procedure in place, we have 100% success in obtaining the completed parent survey and selection forms. The originals are kept in the student's cumulative folder and copies are kept by the ESL coordinator.

4. Upon receiving the NYSESLAT scores and calculating the LAB-R scores for new admits, students are placed into the freestanding ESL program. Placement occurs after the parent orientation. The parent orientation is also held immediately after LAB-R testing is complete so that parents are informed and students can begin participating in the ESL program. Parents are provided all the information needed at the parent orientation meeting, at which translations are offered as stated previously. The parents then choose which program they prefer their child to be placed in. Once the student is placed into the program, the placement letter will be sent to the parent. If there are 15 or more same language parents in the same or contiguous grades who are requesting TBE, the program will be implemented.

At the Neighborhood School, the only program offered is ESL; therefore, if a parent selects a different program on their survey form, arrangements are made for the student's transference to an appropriate school with the chosen program.

5. After reviewing the Parent Selection and Parent Survey forms for the past few years, the trend in our school indicates that 100% of parents select ESL as their first option for their children. This year, the parents who returned the forms indicated ESL as their first choice; therefore, parent choice is being fully met. Home languages of ELLs in recent years have included not only Spanish, but also Chinese, French and Japanese.

6. The program model offered at P.S. 363 is Freestanding ESL which meets parents' requests, because all parents have chosen the Freestanding ESL model as per their parent choice survey and selection form. If 15 or more same-language parents in the same or contiguous grades request the bilingual program, it will be implemented. Contributing factors to the current ESL program are the small numbers of ELLs combined with the multi-lingual home language reality and prior exposure to English.

The Neighborhood School's Language Acquisition Policy addresses the diversity embodied in the school's ELL population, taking into account differing languages, cultures, education levels, amount of time spent in English-speaking schools, abilities and economic backgrounds. All ELL community stakeholders--administrators, teachers, parents and students--play an important role in shaping and implementing the school's LAP. This is a process subject to review on an annual basis.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	12	Newcomers (ELLs)	11
Special Education	6		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	6	1	0	1	0	0	0	12
Total	11	0	6	1	0	1	0	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Due to the small percentage of our student body that are ELLs, we offer Free Standing ESL, as we do not have the number of students needed to fill a transitional or dual language program, and as ESL is the selection our ELL parents have made. Our Free Standing ESL program will be serving our ELLs in a combination of push-in and pull-out services. Currently, 50% of our ELLs are in two classrooms, self-contained 2nd/3rd grade 12:1:1. Our ESL provider will be pushing into these classrooms to meet the mandate of 360 minutes each week. The other half of our ELLs are spread across different classrooms and therefore will be served mostly in a pull-out group. We do hope to have the ESL provider push in to those classes at least once a week in order to model ESL practices for the classroom teacher, and have the opportunity to see the curriculum of the class. We do not have any ELLs who have been receiving 4-6 years of service.

1.b. Our ELLs range from grade 1 to 5 currently. Our groups will be mixed age, likely grades 1-3 and 4-5. As mentioned above, half of our ELLs are in the self-contained 12:1:1 classes of grades 1-2 and 2-3.

2. In order to serve our 9 ELLs, we have hired an F-status, ESL-certified teacher to teach the 2-3 small groups. Two will be push-in groups in the 12:1:1 classrooms. The other will be a pull-out group servicing the remaining ELLs.

2.a. In our ESL program, students who score as Beginners and Intermediates on the LAB-R or NYSESLAT will receive 360 minutes per

A. Programming and Scheduling Information

week of ESL support by the certified ESL teacher, while students who score as Advanced will receive 180 minutes per week, also by the certified ESL teacher. To meet the mandates, the ESL teacher prepares a schedule for the students they will service.

Currently, over half 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 English language acquisition by their IEP. Our plan is to support ELLs with special needs by having the ESL provider push into the self-contained classes in order to service the students as well as 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 the ESL provider is to be a part of that collaboration to share both best practices and curriculum. Our ESL provider and our SLT work closely to ensure that children are being accurately identified and that a child is not receiving special education because of their emerging English. Conversely, the team works to ensure that a child with special needs is X-coded when it becomes clear that a prolonged English deficiency is primarily due to a disability.

3. The ESL program has two models; push-in and pull-out. During push-in periods, ELL students are learning the content being taught in their mainstream classroom and the ESL teacher is co-teaching with the classroom teacher or providing small group instruction based on the classroom curriculum. In the mainstream classroom, students are using the Teacher's College Reading and Writing curriculum. The ESL teacher pushes-in during any of these subject areas and supports the ELL students in their classroom. The ESL teacher supports classroom lessons by using scaffolding such as modeling, bridging connections between new concepts and prior knowledge, contextualizing by using realia or graphic representations and schema building by previewing texts or using organizers to prepare for reading a text. Differentiation includes use of graphic organizers, leveled texts, teacher-made templates for writing units, personal word walls for students, and vocabulary development in order to make content comprehensible to all ELLs. The ESL teacher provides support to classroom teachers by making themselves available during common preps and copies of the pacing calendar with teaching points is provided to the ESL teacher for planning.

During the pull-out periods, all ELL students are learning thematically-based units in the ESL program. Thematic units are aligned with the NYC scope and sequence and Common Core Learning standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ESL program is taught in English through the use of scaffolding strategies. This includes use of scaffolding strategies that include modeling, bridging, contextualization, schema building, and text re-presentation. Also, collaborative learning activities are used, hands-on activities are planned, technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students' native language, and the internet for support. Bilingual dictionaries and glossaries are also used. The ESL classroom has a DVD and CD player used to deliver instruction in different modalities by using videos, visuals, audio and interactive writing.

In addition, native language support is amply provided for ELLs with Spanish as their home language. The ESL teacher makes strong use of Spanish particularly in working with beginners, providing Spanish translations and instruction and only gradually moving to an English-dominant classroom as the students progress. Spanish (listed as 'Espanol') is offered to all students within the school, grades K-5; it is an important cluster offering. The school also contains several English-Spanish bilingual classroom teachers and staff, including the Principal.

The ESL classroom is a student-centered classroom where the ELL community is developed and students are provided with a risk-free environment. ESL methodologies are used by the ESL teacher to make content comprehensible to all students and meet their needs. ELL approaches include, but are not limited to, the Language Experience Approach, where students share an experience and then produce language in response to their first-hand, multi-sensory experience, and the Whole Language Approach, where students develop their language skills in all four modalities; listening, speaking, reading and writing. ESL instruction incorporates the components of Balanced Literacy, such as read-alouds, shared readings, interactive writings, guided reading and independent reading and writing. Differentiation of process, product or content is done through the use of small group instruction, use of graphic organizers and supplemental materials.

ELLs are given opportunities to develop their language skills in all four modalities through their reading experiences, writing activities, listening activities and opportunity to speak on a daily basis by sharing their work, having discussions with their peers, making presentations and actively participating in class.

Assessments are also an important part of the ESL curriculum. Both informal and formal assessments are utilized. These assessments will

A. Programming and Scheduling Information

drive instruction as teachers plan using the information gathered to meet the needs of the students. This year, our school has an inquiry team focusing on the development of writing and further developing academic language in our students.

4. Upon entering our school, all English Language Learners are given the opportunity to produce work in their native language, as an assessment of their academic ability, and evaluated by a pedagogue who is literate in that language. Students with Spanish as their home language are tested with the Spanish LAB-R. When students first enroll in the school, they are provided with the opportunity to write in their native language so their teachers may assess their literacy skills and language proficiency.

5.a. Our progressive, workshop approach provides instruction with multiple entry points and differentiation. In addition, for a SIFE student we would offer opportunities for them to work part time in other classes that are closer to their actual level. The SIFE student would also be mentored by a qualified instructor in addition to the classroom teacher. A SIFE point person would be identified who would know best practices for SIFE education and provide PD opportunities for that person. Currently, no SIFE students are enrolled at the Neighborhood School.

5.b. The plan for newcomers is to provide pull-out and push-in service to meet their specific needs, and to provide professional development for the classroom teachers to be able to incorporate ESL methodology into their regular teaching practice. Because newcomers now receive ELA testing after one year, emphasis is placed on BICS and CALPS instruction simultaneously. There is no lag between oral and literacy acquisition in the approach used at the Neighborhood School. As soon as the child knows as few as 10 English words, that child not only learns to recognize and speak them, but read and write them as well. Differentiation is accomplished in pacing instruction and scaffolding the content areas to accommodate each student's prior knowledge and interests. From an adult perspective, the learning pace is accelerated for ELLs who are not in special education, precisely because young children normally have the capacity for rapid language acquisition.

5.c. The Neighborhood School has one fifth grader, a transfer student, who has received ESL from 4-6 years. This student is Advanced in his oral skills, and Intermediate in his literacy skills. Therefore, the focus of ESL instruction is on literacy, including phonics, reading comprehension strategies and writing. The student has artistic gifts, which provides an entry point for successful instruction. He is also undergoing evaluation by the Special Education team. The school has so few intermediate-term ELLs (4-6 years) that individualized instructional plans can be drawn up on a case-by-case basis.

In general, ELLs who are receiving 4-6 years of ESL services at the Elementary level are the students who plateau at the same proficiency level for two or more years. When the school has several such students, an ELL inquiry team will be established to focus on academic language development in writing or reading--the two areas that usually constitute the biggest challenges. The goal will be to develop academic language through exposure to various genres in reading and writing, multiple opportunities to practice and assess student progress throughout the year.

5.d. The Neighborhood School had no long-term ELLs either last year, or this current academic year. However, whenever such ELLs arise within an Elementary context, it almost always is in the case of students with IEPs. Such students would receive instruction and support as per their IEPs.

Currently, half of our ELLs have IEPs. We evaluate each case individually to determine if the child will benefit from additional ESL above the services they receive as per their IEP, or if the IEP mandates do meet the child's instructional needs in all areas, including English language acquisition. ELLs with special needs are supported by having the ESL provider push into the self-contained class in order to support the ELLs therein, model and share strategies with the teacher, paraprofessionals and related service providers. The related service providers and special educators collaborate weekly; the ESL teacher is to be a part of that collaboration to share both best practices and curriculum.

6. The instructional strategies teachers use to provide access to content areas to ELL-SWD include pairing students for reading support, templates/prompts for writing activities, visuals, bilingual glossaries in content area subjects, and the opportunity to use math and science texts in some native languages. The ESL teacher, reading specialists, SETTS and classroom teachers collaborate to make goals for students based on their IEPs. The academic intervention team tracks students and their progress based on running records, progress reports, and reading levels. The ESL teacher provides additional support during content area instruction in the classroom.

A. Programming and Scheduling Information

7. Our school uses extended time to address some of the needs of ELLs in a small group setting. Teachers communicate with the ESL teachers and grade partners to ensure students are not missing materials covered while they may be pulled out for ESL instruction.

Courses Taught in Languages Other than English i

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

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

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

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

	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 Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The school offers various intervention programs for ELLs. In ELA, our school offers a Tier II intervention program to ELLs in the upper grades during Extended Time. The ESL teacher works with a small group of students to provide targeted intervention in literacy. Student work is periodically assessed and used to plan future instruction. The focus for this year has been to write pieces that are opinion pieces. Instruction focuses on academic language that can be used to express ones opinion in an educated manner. There will be an emphasis on the reading of information texts that will include argumentative and/or opinion pieces, which can be used as mentor texts. Standard-based rubrics are used to assess students' final pieces. Many of our ELLs also receive one-on-one support with students teachers or tutors that are assigned to the classes.
9. The ESL teacher continues to monitor the newly proficient ELLs, to provide testing modifications to which they are entitled, and to ensure that these students are fully integrated into their English classrooms. For example, if the student who has become proficient spends the summer in his or her home country, they may regress in their knowledge of English the following school year. The Neighborhood School is prepared to provide ESL support for such a student, even though formally they have graduated from the program. This includes regularly scheduled meetings with the parents of recent ELL graduates, to inform them of continuing test modifications and to provide them with glossaries and other study materials. Also, classroom teachers are provided with training for 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.
10. A new program being introduced in the Neighborhood School is a phonics curriculum entitled, "Sounds in Motion." Although it was designed primarily for children with speech and language disabilities, it also provides an appropriate scaffold for students who are attempting to hear a phonetic structure that is different from the one they hear in their home language.
11. We are not planning to discontinue any programs for ELLs now or ever.
12. All ELLs in grades K-5 have equal access to school programs throughout the year. Kindergarten and first grade students have access to reading recovery, small group push-in instruction, reading tutors and extended time. Our ELLs in grades K-5 are offered spaces in our extended day programs. These programs include targeted language instruction, reading instruction and enrichment classes. They also take advantage of the school's after-school programming from University Settlement, among other offerings. Created 125 years ago, the University Settlement program was a pioneer in the field of immigrant and low-income youth development. It promotes social, emotional, physical, moral and cognitive development of children through creative, project-based learning. All of our after-school programs emphasize literacy and education, providing homework help, tutoring, and the opportunity to use reading and writing as tools for exploration. In addition, we offer a range of enriching experiences, including music, dance, drama, visual arts, sports and recreation, community service and a nutritious dinner. All after-school services are provided free of charge to participants, and the multicultural staff speak English and Spanish. ELLs also have access to our guidance counselor when necessary and are invited to participate in student council.
13. When possible, the Neighborhood School makes use of SMART boards, interactive and visually interesting language videos, tutorials,

software and games. We offer bilingual glossaries for content areas, as well as native language rich texts. There is a library of books on tape to which the ELLs have access. ELLs are also provided with leveled libraries so that students can read appropriate texts for their ability. All classrooms have computers, which are made accessible to the ELLs for further support. We also use a wide variety of graphic organizers and vocabulary lists for ELLs to support them in content-based instruction.

14. The only program offered at the Neighborhood School is ESL. While instruction is conducted mainly in English, we are fortunate enough to be able to give support in Spanish, since our ESL teacher, paraprofessionals, several classroom teachers and staff all the way up to the Principal are bilingual in Spanish and English to assist when necessary. Although the Neighborhood School offers ESL, this program model is enriched through the offering of Espanol, taught by a fulltime, certified Spanish teacher on a 5-days per week basis. Espanol is offered to every student in every grade. Bilingual speech therapy is also available 5 days per week. At the same time, Beginners, all of whom have Spanish as their home language, are supported through bilingual instruction as needed. This is done in such a way as to avoid code-switching, which is why the presence of a robust Espanol program, to which the students are exposed daily, provides Native Language literacy support in such a way that the integrity of each language is maintained. Other native languages are supported through the use of parents and students who provide translations, or through the Translation and Interpretation Unit of the DOE. Native language is also supported by providing texts in the student's first language and providing access to the internet for translations. ELLs also have access to bilingual glossaries, dictionaries and a variety of books in their native language.

15. A child's age and academic level are both considered when determining the support and resources used. We know it is highly important to use materials that are age-appropriate. We have often used texts written to be high-interest, low-readability when necessary to ensure that instructional needs are being met while respecting the child's chronological age.

16. Our ELLs are not officially identified until the school year begins. However, in the first weeks of school, we attempt to foster relationships between families of ELLs. This often begins at the orientation 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.

17. The Neighborhood School offers Espanol, taught by a fulltime, certified Spanish teacher five days per week and it is offered to every student in every grade throughout the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NA

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers of ELLs will complete at least 7.5 hours of training on best practices in working with ELLs. Teachers of current ELLs will attend a series of workshops (possibly QTEL—Quality Teaching of English Language Learners) in order to increase awareness of teaching strategies specific to ELLs. Professional development for staff who work with ELLs include TC workshops and PDs by the Children First Network. Professional development is greatly supported and encouraged by administration. Teachers are able to share what they have learned from attending various PD workshops so other teachers may implement some of those strategies into their own lesson planning.

2. As ELLs prepare for middle school, guidance is provided for their families to ensure they enter a school that offers strong ELL support. The parent coordinator, Noemi Mora, who is bilingual in Spanish and English, personally keeps abreast of schools that offer strong ELL programs. She, or other bilingual parent leaders, also accompany families on school visits. The guidance counselor, the ESL and classroom teachers also provide guidance to students based on their extensive knowledge of middle school ELL programs in New York City.

3. All teachers of ELLs will complete at least 7.5 hours of training on ELL best practices by incorporating our ELL network specialist in discussions and workshops. Teachers also participate in TC, QTEL and OELL workshops. Our focus continues to be the development of academic language, using the text, Building Academic Language by Jeff Zwiers, as a reference. Training for all staff is accomplished by sharing resources, materials, and insights from professional development workshops in which ESL teachers participate. Parts of school professional development days are used as an opportunity for educators and staff to share teaching practices and insights. Records are maintained by having sign-in sheets for all PD's.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. As the name, The Neighborhood School, would suggest, parents are highly 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 equally welcome and are offered support based on their native language. They were involved in the school's Holiday Fair on December 11th, which included great food from around the world. They support field trips, the annual Halloween gathering and parade, with its multicultural flair, and the student participation on Bravo's reality competition show, "Work of Art: The Next Great Artist." The school includes staff, who can speak Spanish, Chinese, Japanese and French, and they are always available for on-the-spot conversation or translation. Translation support of documents or meetings is also available from the bilingual Principal, Parent Coordinator or the DOE Translation and Interpretation Unit.

2. We work with service providers and case managers from CBOs in some cases, and in other cases, University Settlement, which has an office in our building and are available for consultation and referral services. Noemi Mora, our parent coordinator, provides guidance and helps connect parents to services in the neighborhood and to our school social worker. There are a variety of programs that all parents, including parents of ELLs can participate in such as EPIC (Every Person Influences Children) workshops for parents of young children, Parent Health Chats run by the School-Based Health Clinic, Meet the Teacher meetings, Parents as Learning Partners which educate parents on the core curriculum, ESL parent workshops to help parents with literacy activities and strategies to use at home.

The school communicates regularly with parents through corresponding with teachers through homework packets, letters, conferences, emails, phone calls and in-person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children in the English language learning process. The ESL teacher will held a number of workshops throughout the year that will focus on specific activities and strategies that parents of ELLs may implement at home. Some examples of these workshops include, Using the Internet to Support Your Child's English Skills, and Helping your Child with Reading. Parents also participate in school committees such as PTA, SLT, fundraising, library committee, art shows and fairs. Translations are always provided for any workshop held at the school. Spanish translations are readily provided by a large number of bilingual staff. Other languages such as Japanese, Arabic, etc. are provided by other parents or community members, when available, or by the DOE translation services. The Neighborhood School provides parents with a list of resources and local organizations they can seek out for learning English or receiving homework help for their children.

3. Our school meets the needs of parents through multiple pathways. The primary path is through our parent coordinator, Noemi Mora, who keeps an open dialogue with all families. She is bilingual in Spanish and English, and provides families with resources and support. Additionally, Principal Milo Novelo, who is bilingual in Spanish and English, holds monthly coffee hours to stay in touch with the needs and concerns of families in our community. In addition, parents' needs are surveyed during registration, and through PTA feedback and workshops hosted by the parent coordinator. At the end of each ESL parent workshop, parents are encouraged to voice any questions, comments or concerns they may have. This has been beneficial to the ESL program in determining which topics are most relevant for our workshops, and how we can address the challenges of the ELL population.

4. The Neighborhood School prides itself on strong parental involvement. Parents are an integral part of each classroom. Their needs and concerns are 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 SLT. 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 community.

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	1		1								4
Intermediate(I)			1	1	2									4
Advanced (A)		1	3											4
Total	1	1	5	2	2	1	0	0	0	0	0	0	0	12

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. After reviewing the data patterns across grade levels and proficiency levels, it is clear that our ELLs are stronger in their oral (listening/speaking) skills than their literacy (reading/writing) skills. The use of Fountas and Pinnell provides a means to assign appropriately graded readers for the students, which are then scaffolded using ESL methodology. TCRWP or Teachers College Reading and Writing assessments are also utilized. We also use running records to examine previous history and make comparisons of how much progress has been made over any given period of time. This provides us information about students' phonemic awareness, lexical ability, reading comprehension and fluency. This data helps inform our school's instructional plan and form appropriate guided reading groups. Additionally, the TCRWP provides a benchmark of the students' vocabulary and spelling development, which serves as a guide to differentiate students' learning activities.

2. As is typical, the ELL population at the Neighborhood School consistently scores higher on their oral NYSESLAT exams than on their reading or writing exams. Further analysis shows that writing mechanics is a weak area, and ELLs have a need for additional scaffolding in this area. While ELLs normally achieve the Advanced level on the NYSESLAT, the final Proficiency level is much more difficult to achieve. It follows, therefore, that ELLs need extra instruction in phonics, syntax and academic vocabulary study.

3. The Neighborhood School uses a natural development of second language acquisition (listening, speaking, reading and writing) to guide instruction. We look carefully at patterns within NYSESLAT testing and teachers' observations and have grouped our students accordingly. Our ESL teacher will use test data to create whole group lessons as well as differentiate within small groups. As students master listening and speaking skills, the teacher will use teacher-created assessments and observations to develop reading and writing lessons. By the time the students reach the Advanced level, the focus of instruction is almost always on academic literacy. The ESL teacher will provide coaching to classroom teachers of ELLs on the patterns of NYSESLAT testing that have emerged and appropriate instructional responses.

4. a. Students generally score between Beginner and Intermediate on the Reading/Writing portions of the NYSESLAT in the lower grades, and transition to Intermediate and Advanced by third grade. Generally, ELLs do not achieve above grade level, even if they have achieved Proficiency on the NYSESLAT. Generally, ELLs also score higher on less literacy emphasized subjects such as math and science where they generally score 3's. While native language translations are provided for all state exams, a student's native language development has a great impact on how they perform. The less developed their home language literacy skills are, the less helpful is a translated exam.

4b. Our school does not make use of the ELL Periodic Assessments; however, we use other assessment measures. The periodic assessments given to all students, including ELLs in third through fifth grades, are in ELA and math. The assessments are also provided in Spanish. These assessments are used by the school principal and teachers to pinpoint specific skills where ELLs need improvement.

4c. A study of the testing data indicates that ELLs first master BICS in speaking or listening skills, and develop their academic reading and writing skills at a slower pace. We have also concluded that ELLs need to receive explicit instruction in academic language in order to achieve true English proficiency.

5. Virtually all of the school's ELLs are in the lower grades and therefore have not taken the state standardized tests. There are three exceptions, namely, a 5th grade transfer student who is a Beginning ELL and new arrival to the country. Therefore, he was not enrolled to take the 4th grade standardized tests; a 4th grade student is a transfer student from Japan, and did not take the 3rd grade exams. A second 4th grade student transferred in this year, and therefore, did not take the exams at our school.

6. The ultimate test of the success of the ELL program is the degree of success that students experience in their regular English classrooms. Even though they may demonstrate steady progress on the NYSESLAT, the final test takes place among their English-speaking peers, on the ELA, and eventually in the English-speaking communities. Our goal is to have our students achieve full integration and facility in the use of English approximating native-like proficiency—even as the ELLs retain and deepens their knowledge of and appreciation for their own native language. We examine student data histories compiled by both the ESL teacher and classroom teachers, based on project-based assessments, classroom observation anecdotal records as well as standardized test data.

Additional Information

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

Paste additional information here

ADDENDUM: TRANSLATION AND INTERPRETATION PLAN

The Neighborhood School's Translation and Interpretation Plan is laid out in Chancellor's Regulation A-663. As this regulation states, it is the obligation of this and every DOE school to ensure that limited English proficient parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. This includes:

1. Specific Translation Requirements: the timely translation and distribution of critical communications into the covered languages including, but not limited to several specified areas, including English Language Learners. If a translation is not readily available, a cover letter or notice on the face of the English document should be made available in the appropriate covered language indicating how a parent can request a translation or interpretation of such document. Covered languages are: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation services are obtained by contacting the DOE Translation and Interpretation Unit, utilizing the translation/interpretation school funding allocations, accessing previously translated critical documents on the DOE website. It has already been stated above that the majority of office staff, beginning with the Principal, Milo Novelo, are bilingual Spanish--English at The Neighborhood School. Several classroom teachers and outside providers are as well. However, to the extent, there is still a need, there is recourse to the DOE T&I Unit.
2. Specific Interpretation Requirements: provide interpretation services either on-site or over-the-phone during regular business hours to parents whose primary language is a covered language and who request such services in order to communicate with the DOE regarding critical information about their child's education. Interpretation services are obtained by contacting the DOE T&I Unit at 718-752-7373 ext. 4 for over-the-phone interpretation services or utilizing the translation/interpretation school funding allocations.
3. Specific Notification Requirements: provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. To do this, the school makes available to parents of ELLs translated versions of the Parent Bill of Rights and the Family Guide to NYC Schools. Multilingual signage which is available in the T&I Unit section of the DOE website is also on display at the Neighborhood School.
4. Specific Record-Keeping Requirements: The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. To meet this requirement, parent preference data is filled out on the Home Language Identification Survey and the Emergency Contact Card.

Part VI: LAP Assurances

School Name: <u>The Neighborhood School</u>		School DBN: <u>01M363</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Milo Novelo	Principal		1/1/01
NA	Assistant Principal		1/1/01
Noemi Mora	Parent Coordinator		1/1/01
Constance Benson	ESL Teacher		1/1/01
Denise Soltren	Parent		1/1/01
Alexis Neider, 1-2 Grades	Teacher/Subject Area		1/1/01
Danette Lebron, Espanol	Teacher/Subject Area		1/1/01
Dara Corn	Coach		1/1/01
	Coach		1/1/01
Lori Maccarrone	Guidance Counselor		1/1/01
Alison Sheehan	Network Leader		1/1/01
Dianne Pannullo	Other <u>Spec Ed Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M363 School Name: Neighborhood School

Cluster: 1 Network: 102

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.

The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. To meet this requirement, parent preference data is filled out on the Home Language Identification Survey form and the Emergency Contact Card and via intake interviews.

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

Based on the Home Language Identification Survey form filled out by each parent, the main Home Languages of The Neighborhood School are English, Spanish and Japanese. There are 7 families who need translation and interpretation. We offer translation and interpretation via parent volunteers, teachers paid per session and hiring translation services. The findings are shared with the School Leadership Team and noted in the SLT minutes. They are also discussed at a staff meeting, letting teachers know how to arrange for translation and interpretation services. Fliers advertising translation and interpretation options are available in the PTA bulletin board, and are sent out by the parent coordinator.

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.

Important announcements are translated and sent out in multiple languages via parent volunteers, school staff s/a the parent coordinator or teachers. Parents who we know to need translation are partnered with other parents or staff members to have non-translated materials read aloud as well.

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 performed by parent volunteers, and school staff. Arrangements are made via the parent coordinator to match parents with oral interpreters prior to family conferences, meeting with teachers, and IEP meetings.

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>.

Parents who require language assistance services are provided with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. They receive this in the translated version of the Parent Bill of Rights and the Family Guide to NYC Schools. Multilingual signage is also used to advertise essential services and events and information in key areas of the school s/a around the PTA room, the main office, the SBST room and the nurse's office.