

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M363

School Name:

NEIGHBORHOOD SCHOOL

Principal:

DYANTHE SPIELBERG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Neighborhood School School Number (DBN): 01M363
Grades Served: Pre-K, 1, 2, 3, 4, 5
School Address: 121 East 3rd Street, NY, NY 10009
Phone Number: 212-387-0195 Fax: 917-534-2545
School Contact Person: Dyanthe Spielberg Email Address: DSpielberg@schools.nyc.gov
Principal: Dyanthe Spielberg
UFT Chapter Leader: Teddy Fernandez
Parents' Association President: Michelle Earley/Jennifer Lieber
SLT Chairperson: Ella Leitner
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (917) 339-1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dyanthe Spielberg	*Principal or Designee	
Teddy Fernandez	*UFT Chapter Leader or Designee	
Michelle Earley	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danette Lebron	Member/Teacher	
Christie Barron	Member/ Teacher	
Desmond Rudder	Member/ Teacher	
Ella Leitner	Member/ Parent	
Joan Beard	Member/ Parent	
Raelene Birkett	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rachel Birdsall	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. The Neighborhood School is a Community School District 1 (CSD 1) School of Choice. The Neighborhood School was founded in September 1991, designed to meet an expressed need for a progressive approach to educating the children of our community. Our school has 14 classes spanning pre-kindergarten to 5th grade. Our classes are grouped in multi-age configurations to allow each child to develop both academic and leadership skills. This also allows the children and teachers to know each other and work together over a longer period of time. We have physical education, science/technology and Spanish instruction for all children. Arts collaborations includes the PTA supported Studio in a School, the Partners@3rd program of the Third Street Music School and Dance for Life program of Arts Connection.

Our practice is based on what we understand about children:

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

With the deep belief in the remarkable capabilities of each child we build on their strengths whether they are academic, artistic, physical or social. We provide a safe and motivating environment for children to try new experiences to build on their strengths and to go further in the areas where they need improvement. We provide a place where their natural capacity for discovery is stimulated and their innate and natural curiosities are focused into a context for learning about themselves and their world. We encourage them to make connections, explore their interests, make good choices and be self-confident about their abilities through the curriculum.

Children are provided the opportunity to integrate a wide range of skills and subject matter through a core curriculum. In this way, children study the history, natural and physical environment, geography, culture and people of a particular location and are given time to learn and think critically about themselves and others. Our entire curriculum has a strong emphasis on developing research skills, critical thinking, problem solving, communication and socialization. As children grow and move on to the upper grades, they go from studying their immediate environments to studying the larger city and its history as well as other geographic areas and their histories.

We look at each child and measure her/his growth and development on an individual continuum. Regular curriculum letters, Principal's letters, individualized progress reports, portfolios and family conferences provide avenues of communication between school and families. Teachers use assessments such as anecdotal notes, running records and writing and math samples to analyze individual students' progress and make decisions about class instruction.

As facilitators, we help children come up with solutions and solve problems.

Conflict resolution provides techniques for teaching children how to be peaceful members of a multicultural, non-sexist learning community. School-wide policies and practices are formed collaboratively and dynamically to provide a cohesive, unified, thoughtful environment for children. We are self-reflective and re-evaluate our policies periodically in an effort to meet the needs of our children and ever evolving community.

2. 29% of our student body is comprised of students with special needs. Over the past two years, we have worked very hard to place all of our students with IEPs in the least restrictive environments. These students need additional support for their academic and social/emotional needs. Some of these students need small group instruction in academic areas throughout the day.

3. Last year TNS was one of 63 schools selected city-wide to participate in the Progressive Redesign Opportunity Schools for Excellence (PROSE). Our teachers engaged in collaborative inquiry that used authentic data like student work and observational anecdotes to inform planning, instruction, and their thinking about children. Through our PROSE work,

teachers regularly focused attention on collecting and reviewing a variety of data and student work to guide instruction and refine practice. The PROSE Inquiry Cycle that each teacher completed included carefully collecting data and student work from a sampling of students, reviewing data/work with colleagues, aligning data to the Common Core Standards, generating recommendations for refining practice, and implementing changes. Through our PROSE work and using a rubric created by the teachers and the principal, the teacher individually and collaboratively reflected on what was accomplished, citing evidence from their documentation.

Our key focus for next year will be on rigorous instruction. According to our Quality Review this year, students were engaged in activities and discussions that promoted high-level thinking and engagement with their peers. However, in some classrooms student ownership and quality of final work products were limited by instructional planning. Teachers will spend PD time reviewing and revising lesson plans based on student work and assessment data.

01M363 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	302	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	3.9%	% Attendance Rate		92.5%
% Free Lunch	39.0%	% Reduced Lunch		5.7%
% Limited English Proficient	3.3%	% Students with Disabilities		30.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		14.3%
% Hispanic or Latino	30.7%	% Asian or Native Hawaiian/Pacific Islander		9.7%
% White	43.3%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.8%	Mathematics Performance at levels 3 & 4		42.5%
Science Performance at levels 3 & 4 (4th Grade)	90.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

According to our Quality Review this year, students were engaged in activities and discussions that promoted high-level thinking and engagement with their peers. However, in some classrooms, student ownership and quality of final work products were limited by instructional planning.

Part 2 – Annual Goal

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

Teachers will work collaboratively to develop engaging and differentiated lesson plans that meet the needs of all students, resulting in high levels of individual student achievement. By June, 2016, 80% of all students will have improved their reading levels as measured by TC Reading Assessments as per customized instruction, one to one conferencing, small and whole group instruction. 90% of Student with Disabilities will have met their IEP goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will select Option PROSE and/or participate in intervisitations with other teachers in the school. For each observation, teachers will meet prior to the lesson and debrief afterwards.	Teachers	October, 2015 – June 2016	Principal, teachers
Teachers will analyze and revise lesson plans based on student work, documentation and informal assessments, including those of students with disabilities and ELLS, during weekly grade level meetings, after school PD time and PD half-days. All grade levels will have a common prep time during the instructional school day.	Teachers, paraprofessionals	September 2015 – June 2016	Principal, PD/PROSE Committee, teachers
The principal and teachers on every grade level will participate in “Units of Study in Writing” professional development services with Teachers College Reading & Writing Project (TCRWP).	Teachers, principal	September 2015 – March 2016	Principal, teachers
Teachers will participate in math lesson studies with other like-minded schools. Parents will engage in workshops on the Common Core Aligned math curriculum in order to better support student academic achievement.	Teachers, parents	October 2015 – June 2016	Principal, teachers, Math Leader: Kate Abell

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Meeting time for math lesson study planning and reflection Math Leader: Kate Abell 1-2 K- 5 TCRWP bundles for writing PD conference days Coverage for teachers to attend lesson studies, participate in intervisitations, and attend TCRWP PD conference days Coverage for classroom teachers to participate in weekly grade level meetings

Meeting time for PROSE/PD Committee

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

By February, teachers from each grade team will have participated in at least one formal lesson study cycle.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

At TNS, school wide policies and practices are formed collaboratively and dynamically to provide a cohesive, unified, thoughtful environment for children. We are self-reflective and reevaluate our policies periodically in an effort to meet the needs of our children and ever evolving community. Our staff has been coming together for professional development after school each week since we began. We approach PD as inquiry: it is emergent and therefore not linear. Our PD committee, made up of the principal and teachers meet regularly to reflect on the work and plan next steps. The process is constantly evolving in response to students’ changing needs and interests, parental and community interests and concerns, and teachers' priorities. This year, paraprofessionals participate alongside teachers in professional development each week. We also devote 6 half-days to descriptive reviews of practice and children. The descriptive review process is a structure of looking and thinking that helps teachers understand a particular student as a learner. The review process, developed at the Prospect Center, also enables teachers to deepen their understanding of teaching and of schools, and it leads to recommendations for action. The process not only broadens how we see one child, but profoundly changes the culture by which teachers think about seeing children and their work.

Part 2 – Annual Goal

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

100% of teachers, paraprofessionals and the administrator will engage in collaborative study throughout the year, meeting weekly to inform best practices, collaborate around student needs, plan specific targeted instruction, and assess student learning. Records of PD, agenda, notes from PD committee teacher reflections. Continued use of children’s growth measurement on an individual continuum. Teachers use and share techniques of assessment such as anecdotal notes, running records and writing and math samples to analyze individual student’s progress and make decisions about class instruction and then knowledge share with grade level teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PD/PROSE Committees will plan PD for teachers and paraprofessionals, to take place every week and during two additional PD nonattendance days devoted to PROSE work. Our 6 PD half-days will be designated to description inquiry processes.</p>	<p>Teachers, paraprofessionals</p>	<p>October 2015 – June 2016</p>	<p>Principal, Consultant (Cecelia Traugh), PD/PROSE Committee</p>
<p>The Student Study Team will meet twice weekly to discuss and support classroom teachers and students. At-risk students receive six weeks of intervention, and then the SST will review the results of intervention and create an action plan for next steps.</p>	<p>Teachers, at-risk students</p>	<p>September 2015 – June 2016</p>	<p>Student Study Team: Principal, Guidance Counselor, Speech Teacher, Hudson Guild Social Worker, School Psychologist, SETTS Teacher, School Social Worker, Teachers</p>
<p>Teachers will meet weekly to discuss lessons and big ideas developed through authentic unit planning. They will share best practices, discuss student work, plan next instructional steps and engage in reflection.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Principal</p>
<p>Teachers will select Option PROSE and/or participate in intervisitations with other teachers in the school to better understand student achievement and data-informed teaching. For each observation, teachers will meet prior to the lesson and debrief afterwards.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Meeting time for PD/PROSE Committee</p> <p>Coverage for teachers to participate in intervisitations and attend SST</p> <p>6 PD half-days</p>

Coverage for classroom teachers to participate in weekly grade level meetings

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

100% of pedagogical staff will be participating in weekly collaborative PD.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher observations and student work determine that student is not mastering concepts; students referred through Student Study Team, teacher	Guided reading, Wilson instruction, word study and word sorts, conferring	Small group and one-to-one	During the school day
Mathematics	Teacher observations and student work determine that student is not mastering concepts; students referred through Student Study Team, teacher	Navigator Math, guided practice, conferring	Small group, partner and one-to-one	During the school day
Science	Teacher observations and student work determine that student is not mastering concepts	Hands-on experiments, conferring	Partners and small groups	During the school day
Social Studies	Teacher observations and student work determine that student is not mastering concepts	Pre-teaching, post-teaching, strategy groups	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students referred through Student Study Team	Individual counseling through Hudson Guild, counseling groups, Sounds and Motions	Small group and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact

The Neighborhood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 363
School Name The Neighborhood School		

B. Language Allocation Policy Team Composition

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

Principal Dyanthe Speilberg	Assistant Principal NA
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	300	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	11			0						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)						1								0
Emerging (Low Intermediate)						1								0
Transitioning (High Intermediate)														0
Expanding (Advanced)		7	1		1									0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 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 ENL 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 ENL teacher will provide coaching to classroom teachers of ELLs on the patterns of NYSESLAT testing that have emerged and appropriate instructional responses.

4. For each program, answer the following:

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

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 has not been making use of the ELL Periodic Assessments until now; however, we use other 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. Assessments are informing teachers of specific areas of need particularly with common errors made when students attempt to compare and/or transfer knowledge from their native language to English. Generally, students that have similar alphabetic systems, seem to have a better understanding of decoding using the English alphabets. When comparing students that come to our school system with a different alphabetical system, they seem to have more difficulties grasping reading and writing concepts.

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

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, two fourth graders who took the third grade exams. However, based on other measures, intensive, targeted intervention is used to support ELLs who are not demonstrating sufficient progress. It is also used to prevent inappropriate referrals of ELLs into special education, and provide early intervention through three-tiered layers of instructional support. Tier I focuses on improvement of core instruction. Tier II focuses on more intensive interventions within homogeneous groups; and Tier III is virtually 1:1 intervention, all within the context of family and cultural backgrounds. Only after a comprehensive, multidisciplinary evaluation has taken place should special education be considered.

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

A thorough evaluation of a child's second language development is essential to preventing inappropriate placements into special education when expected academic progress is not achieved, as stated in #5 above with reference to the Response to Intervention framework. The ESL Teacher partners with the classroom teachers of ELLs to ensure the core lessons are properly scaffolded for the ELLs. The classroom teachers are trained in communication skills appropriate to teaching ELLs, such as providing definitions of core vocabulary, use of repetition, visuals, appropriate pacing of the lesson, native language supports, etc.

7. For dual language programs, answer the following:

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

NA

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

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 deepen 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.

Part IV: ELL Identification Process

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

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

The 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 is predominantly 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 the NYSITELL. Completion of the NYSITELL is always done within the 10 day period allotted. Parents are advised of their child's performance 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 ENL 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 ENL teacher and ESL coordinator. When the NYSESLAT scores are received by the school, the ENL 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 ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

NA - No SIFE students

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

Newly enrolled students with IEPs are carefully screened and reviewed by the Language Proficiency Team (Special Education Teacher, Guidance Counselor, ESL Teacher and Principal). The LPT team determines the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

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

Our school ensures that entitlement letters, Parent Surveys, and Program Selection forms are returned by obtaining an open file with the ESL teacher for follow up. The ESL teacher Ms. Sylvia Vidal keeps records of all parent notifications, letters and forms that have

been sent out and returned in a binder in her ESL file cabinet. The ESL teacher either sends another reminder to parents, calls parents and/or ask classroom teachers to follow up on the return of forms from parents. If a form is not returned students are placed in the existing program, available in our school. A letter informing parents of this decision is sent to their homes and a copy is maintained in the ESL binder in our ESL room. Our school has not experienced non communication, or non responses from our parents.

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

During initial interviews and parent orientations parents are informed of re-identification request policy and procedures; usually verbally during ENL meetings and/or during ENL orientations. Parents that attend orientation in the beginning of the school year complete the parent selection form in person; pertaining information about the program and appeals is therefore explained in detail by the ENL teacher.

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

After the initial NYSISTELL testing parents are invited within 10 days of their child's start date, to attend an orientation with the ESL teacher. Parents are invited to watch a video that explains all three available programs for child (Dual Program, Bilingual Program, ESL Program). After parents have watched the video they are asked to make a selection for their child by completing the Parent Selection form. After these have been submitted LAP team members discuss and evaluation parent's choice for programs. Programs are or will be created according to the needs and choice of parents. Presently, parent's choice are for Free Standing ESL.

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

Parent Surveys and Program Selection forms are signed and submitted during our parent orientation day. Parents that are unable to attend are sent a letter or memo inviting them to a teacher - parent meeting on the most earliest and convenient day for them. Meetings and follow ups are usually conducted on Tuesdays which are our school's official parent engagement day. Letters and/or memos that are sent to parents of reminders to submit the parent survey and/or Program Selection form are copied and filed. When and if forms are not returned within a timely manner the default program for ELL's is indicated as bilingual education. This has not been the trend in our school; surveys have been returned by parents in a timely manner.

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

To further ensure surveys are completed and returned ENL teacher, may in occasions, meet parents during student arrivals and or during dismissal and ask that they complete the forms during a brief orientation.

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

ENL teacher retains copies of placement parent notification letters in a binder accessible in the ENL room. Principal and other administrators review binder during the initial process to assure that letters were sent out to parents.

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

ENL teacher maintains a binder that includes copies of all startup procedures, testing results, parent surveys, parent program selection forms and all entitlement letters.

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

ENL teacher along side with classroom teacher and testing coordinator plan days and time to administrate the NYSESLAT. The NYSESLAT is administered by grouping ELL's appropriate by testing grade levels. Each subtest is administered on different days. Speaking portion of the test is administered individually on the first day and other subtest are administered, in small groups accordingly, as stated in the NYSESLAT memos.

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

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 ENL coordinator in an ENL binder.

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

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. Due to the small percentage of our student body that are ELLs, we offer Free Standing ENL, as we do not have the number of students needed to fill a transitional or dual language program, and as ENL is the selection our ELL parents have made. Our Free Standing ENL program will be serving our ELLs in a pull-out service. Most of our ELLs are close in classrooms therefore will travel as a group to the ENL classroom.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ELL students in entering and emerging stage receive 360 minutes of English as a new language weekly. ELL students in transitioning and expanding levels of proficiency receive 180 minutes of instructional mandated time weekly.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 ENL teacher for planning.

During these pull-out periods, all ELL students are learning thematically-based units in the ENL 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.

In addition, native language support is amply provided for ELLs with Spanish as their home language. The ENL 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 ENL 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. ENL 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 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.

Core content is delivered and scaffold in small groups. ENL teacher and classroom teachers often meet to discuss content learning themes, skills and expectations that ENL are currently learning and participating in their classrooms. ENL teacher then scaffolds and creates themes and lessons that align to the learning goals and related instructions of the classrooms.

Differentiation is considered for instructional planning. ENL teacher and classroom teacher plan together to scaffold and provide various ways for students to participate in their regular classrooms. Students are provided with additional support materials, such as pictures, access to computers and library. Students are given an opportunity to demonstrate their learning using various assessment tools; presentations, verbal responses, and/or by collaborating with other students.

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

ELL's are not evaluated in their home languages throughout the year due to the lack of resources for languages such as Arabic, and Chinese.

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

In addition, the Periodic Assessments provide ongoing formal assessments of three of the four modalities. Given our small ELL population, the ESL teacher is able to engage in one-to-one informal assessments of speaking development on a regular basis. Other informal assessments, including running records and anecdotal, performance based assessment and portfolio assessment are vital to provide a more well-rounded picture of an ELLs true skills, abilities and ongoing progress. Both methods involve teachers making use of ordinary classroom activities to measure progress. I

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

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

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.

c. The Neighborhood School has one fourth grader, who has received ESL services 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 a student with disabilities, and placed in a 12-1-1 classroom. 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.

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, one-third 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.

e. Monitoring of former ELLs continues with the ESL Teacher regularly conferencing with the students and their teachers and keeping track of their academic progress. If services needs to be resumed due to weakening of English proficiency, they are resumed whether formally mandated or not. An example is in the case of a Japanese student who scored proficient early on only to relapse after spending multiple summers in his home country. The ESL Team determined that this student needed to receive ESL services once again, despite having formally "tested out".

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

NA

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

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.

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

ENL teacher and special education teacher along with other members (speech, occupational therapist, etc) meet often to discuss learning behaviors that are common or different among the different settings. Just the same, specialist meet to discuss scheduling that is flexible to all providers and does not promote a restrictive environment.

Chart

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

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

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

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



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

Chart

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

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

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

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

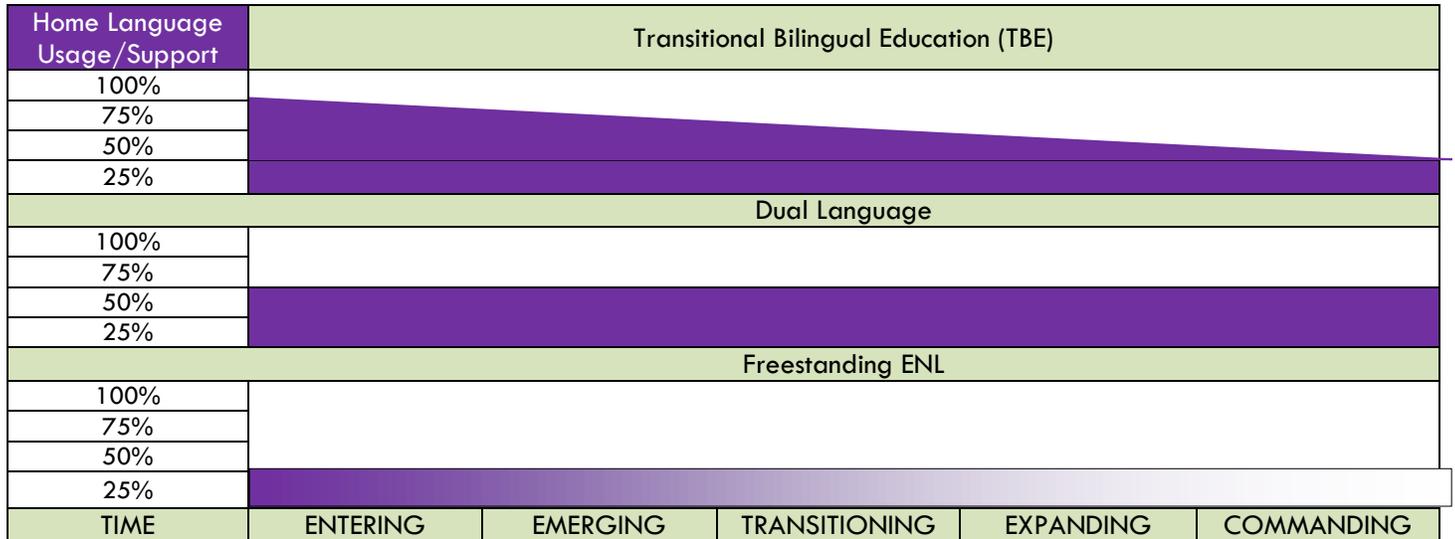


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 is on writing 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our current ENL program is demonstrated in the English Language Learners themselves. For example, last year we received a transfer student into the 3rd grade from Chile. Nearly every one of our ELLs displayed progress on the NYSESLAT moving upwards at least one level. In addition, our ELLs are being integrated successfully into the holistic life of our school's community. ELL's are also periodically assessed. Needs for improvements are discussed and reviewed with teachers, other specialist and with parents. Together plans and/or interventions are created that will foster their development. ELL parents are involved as volunteers, assisting in the school library and various PTA roles.
12. What new programs or improvements will be considered for the upcoming school year?
At the present time we are not considering new programs.
13. What programs/services for ELLs will be discontinued and why?
NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English language learners have equal acces to all programs. Parents are notified of all events and programs. They are periodically advised of changes and or needs for improvements and advised of interventions that will foster their development. Teachers also work collaborately discussing the needs of students and matching them to intervention programs that will target those needs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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.
- White Board
Laptops
Classroom Computers
Listening Centers
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
DL - Not Applicable
TBE - Not Applicabe
ENL - Students are encouraged to read in their native language at home. School has a limited number of bilingual text that students often take home or use for independent reading time in the classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Services, resources and support that correspond to ELL's ages and grade levels are adequately distributed and aligned to age levels as well as proficiency levels based on prior experience and collection of resources ENL teacher has gathered throughout the years.
- In addition, ENL teacher often communicates with librarian and other teachers to find books that offer rich vocabulary and experiences that are appropriate for their age levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In the first weeks of school, we foster relationships between families of ELLs. This often begins at the orientation meetings 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.

19. What language electives are offered to ELLs?

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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL teacher (1) participates in the same professional developments provided for classroom teachers. ENL teacher also selects PD that are relevant and of interest throughout the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Same as above.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school supports staff to assist ELLs as they transition from elementary school to middle school by providing teachers and staff with content area PD's, overview of expectations for middle schools and invite teachers to conduct workshops to students about middle school expectations. Students in 5th grade also participate in an Advisory teams where they learn to confront transitional issues and developmental changes. Students also participate in conferencing about their goals for middle school and are given materials to continue developing their skills to prepare them for middle school. Parent coordinator also assists and coordinates tours to middle schools for both students and parents. Workshops are also provided to students about the middle school process. In addition, students that have not yet met performance levels are invited to attend summer school and enrichment programs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ENL teacher receives PD opportunities sent from principal or other related PD services. Teacher is encouraged to select PD that are most relevant and appropriate for his/her needs.

C. Parental Involvement

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

Parents of our school community including all parents of English language learners participate in various school activities; these include celebrating student's progress in writing (publishing parties) town meetings and they are offered out of school resources to assist them in working with their children, such as listings and information about public libraries and after school activities in their neighborhood. Our school has a parent association group that conducts various activities during the school year that fosters student's activities, such as book sales, multicultural events and "All Family" school trip and all school picnics. Our parent coordinator works closely with our parent association to assure that parents of English language learners get equal access to information and activities; materials are translated and translators are made available for parents that speak other languages to assure their participation.

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

Paste response here:

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

Our school parental involvement activities addresses the needs of our parents by providing them with an opportunity to familiarize with the processes of their children's academic development and brings families into the classroom to collaborate with their children on an academic level. It also addresses concerns or questions parents may have in reference to their children and their families. These activities also include parents in the decision making for our school and their children.

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

Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. The Neighborhood school serve on committees that take action on policy issues and other areas of concern.

Parents of ELLs are equally welcome and are offered support based on their native language. They are involved in the school's Holiday Fair in December, which include 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 Parent Coordinator or the DOE Translation and Interpretation Unit.

We also work with service providers and case managers from CBOs in some cases, and in other cases, University Settlement, 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.

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

Our school evaluates the needs of parents through parent surveys and questionnaires. Our small community school offers parents personalized time to speak and discuss their needs on a one to one basis when and if requested. The parent association also assures that parent's voices are heard and brings attention to staff through PTA meetings that are conducted regularly at our school.

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

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, our Principal 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 ENL parent workshop, parents are encouraged to voice any questions, comments or concerns they may have. This has been beneficial to the ENL program in determining which topics are most relevant for our workshops, and how we can address the challenges of the ELL population.

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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
NA	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M363** School Name: **The**
Superintendent: **C**

Before you begin, please check the following:

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

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

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

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

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

We review the home language surveys (HLIS) and hold intake interviews with all families (in their home languages as necessary) to determine their language and translation needs. Beginning with our bilingual Spanish--English Parent Coordinator, the school is amply staffed with personnel who can serve as bilingual interpreters as necessary. Correspondence to parents is translated into home languages as necessary.

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

We have about Spanish, chinese, polish, and portguese other than English, spoken at home. However, there are only a handful of families that require formal translation or oral interpretation services. These needs are reported to all teachers and providers who interface with them in the weekly faculty conferences held on Monday afternoons.

Part B: Creating a Communications Calendar

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

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

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

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

Part C: Providing Language Assistance Services

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

When possible the written translations will be done in house, when there is a language that needs to be translated that we can not satisfy in house we will use the Translation and Interpretation Unit for support.

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

We will use on site interpreters when available and the over-the-phone services when an in school interpreter for a specific language is not available in house.

Part D: Training Staff on Policies and Procedures

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

Staff members will be made aware of how to use translation services and over the phone interpretations through email

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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 F: Monitoring and Quality Control

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

The school will monitor the feedback from parents to ensure quality and availability of services through parent surveys and family conferences.