



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)

ADDRESS:

TELEPHONE: _

FAX:

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K770 **SCHOOL NAME:** The New American Academy
SCHOOL ADDRESS: 60E. 94th Street Brooklyn, New York 11212
SCHOOL TELEPHONE: 718-221-5837 **FAX:** 718-221-5947
SCHOOL CONTACT PERSON: Shimon Waronker **EMAIL ADDRESS:** swaronk

| <u>POSITION/TITLE</u> | <u>PRINT/TYPE NAME</u> |
|---|-------------------------------|
| *SCHOOL LEADERSHIP TEAM CHAIRPERSON: | <u>Shimon Waronker</u> |
| PRINCIPAL: | <u>Shimon Waronker</u> |
| *UFT CHAPTER LEADER: | <u>Pepe Gutierrez</u> |
| *PARENTS' ASSOCIATION PRESIDENT: | <u>LaFleur Cumberbatch</u> |
| *STUDENT REPRESENTATIVE: <i>(Required for high schools)</i> | <u>NA</u> |

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 407
NETWORK LEADER: Varleton McDonald
SUPERINTENDENT: Rhonda Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: Once the SLT has been formed, enter the names and positions in the spaces provided. If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|------------------------|---|-----------|
| Shimon Waronker | *Principal or Designee | |
| Pepe Gutierrez | *UFT Chapter Chairperson or Designee | |
| LaFleur Cumberbatch | *PA/PTA President or Designated Co-President | |
| LaFleur Cumberbatch | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| NA | DC 37 Representative, if applicable | |
| NA | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| | Member/ | |

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

* **Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Narrative Description

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

School Mission

The New American Academy empowers learners and inspires leaders to make this a better world.

- Sixty students with four teachers in a classroom (for a 15:1 ratio) in an inclusive setting,
- A career ladder for teachers based on merit and ability and not seniority,
- A team of teachers that will loop with the students from Kindergarten through 5th grade in order to develop strong relationships between the teachers, students and parents,
- Students will learn within a trilingual setting in order to develop both the communicative and cognitive skills of our students.

School Vision

Our vision is a world where every child looks out for number two before number one.

There are three major reasons we are opening the school in an immigrant and underserved community:

- Our focus on trilingual education is to celebrate the languages of our ELL students and acknowledge the cultural heritage of the families within the community. Additionally, the cognitive abilities of our students will be developed through this triple immersion education. Ultimately, though, through the students' ability to communicate in multiple languages, they will help create peace in the world.
- Our focus on differentiated instruction through the four teachers in the classroom will enable an inclusion environment, wherein students will not be stigmatized as "special education," but rather every learner in our school will be treated as special.
- Our focus on adult collaboration will help many of our students see adults working hand-in-hand as a team that provides structure and nurturing (something that is missing in far too many of our students' homes).

There is a separate overarching reason for the adults in The New American Academy model:

- The career ladder will develop succession planning and leadership development school-wide (and one day, system-wide) as well as help retain the talent in our classrooms.

Values

Collaboration is the key.

We believe that more heads are better than one. Our Strategic Planning Team has brought foundation and business leaders, Labor (the UFT), Management (the Chancellor), and Harvard to collaborate in this new model of education.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
- What are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

The New American Academy is a K-1 school that opened in September 2010. In order to achieve high levels of student achievement, we must understand each of our students unique learning needs and develop a quality instructional program that pushes our students to the highest level of performance. To help us understand the needs of our students, we have developed an assessment program. All teachers at the New American Academy are administering DIBELS as well as Fountas and Pinnell Benchmark Reading Assessments three times per year – October, January, and May/June. We are also administering Terra Nova in both the fall and spring to provide us with a benchmark of growth based on national standards. As an early childhood school, our teachers are also constantly involved in the practice of informal assessment by watching their students on a daily basis in a structured manner.

In Kindergarten and First Grade, the majority of our students are just beginning to be introduced to the foundations of reading. We are working hard to put structures in place to support our beginning and emergent readers to ensure that they meet grade level benchmarks. Teachers are working closely in teacher teams to have ongoing structured conversations about each child's strengths and areas of development. The New American Academy has the structure of a career ladder which allows for a Master Teacher to be present in every classroom. This Master Teacher is working to support the learning of the other teachers in the room and ensure that every child receives high quality instruction. The Master Teacher is leading the teacher meetings and providing support to the Partner, Apprentice, and Associate Teachers. This structure allows us to ensure that our most struggling students are always with the strongest teacher who has the best skill set to meet his/her needs.

We are also engaging in the Inquiry Process. This process occurs naturally in our classrooms on a daily basis through our collaborative planning time teacher meetings. During these meetings, teachers have a structured focus question which they will develop and study over the course of the year. This focus will help them to learn more about their own practice by looking deeply in a structured way at what actions are occurring in the classroom and what outcomes they produce.

Identified Performance Trends

Kindergarten

60% of all students are not fluent in the naming of upper and lower case letters.

63% of all students know 5 or less sight words.

54% % of all students have not mastered Concepts of Print.

24% read are able to read Level A text or above.

First Grade

23% of all students read below level A according to Fountas and Pinell

35% of all students read between levels A and level C

33% of all students between levels D and F

7% of all students between levels G and N

SECTION V: ANNUAL SCHOOL GOALS

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

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goals

By June 2011, students at The New American Academy will demonstrate an average of one and a half years of academic progress in the area of mathematics as measured by assessment tools such as Terra Nova and additional pre- and post- formative implemented by teachers.

Action Plan

Teachers will assess students baseline knowledge and measure progress by using Terra Nova, ECAM, curriculum based projects Everyday Math, and documentation from both formal and informal observations. The teachers will re-administer these assessments on a periodic basis alignment with a schedule determined by the teaching team. Student progress will be monitored regularly through both formal and informal assessments, comparison of data reports generated from the assessments scores, and individualized interventions will be implemented based on the specific needs of the students.

Aligning Resources: Implications for Budget, Staffing/ Training, and schedule

Highly qualified teachers will facilitate students learning through individualized instructional practices and student motivations. Teachers will meet daily for ninety minutes prior to start of the instructional day and have opportunities to discuss areas of concern regarding mathematics as well as appropriate interventions.

Funding Sources are Tax Levy and Title I Targeted Assistance.

Indicators of Interim and/or Accomplishments

Student progress will be evaluated on an ongoing basis throughout the year by the teaching team and administrators. Student success will be measured by both formal and informal assessments, completed projects, and comparison of data reports generated from the assessments scores.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant):

English Language Arts

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>60% of all students will increase by three reading and writing levels by the end of the year. 20% of all students will increase by two reading and writing levels by the end of the year. 20% of all students will increase by one reading and writing levels by the end of the year.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Students will receive reading and writing instruction daily in small groups according to students needs. These groups will be flexible. Teachers will progress monitor and use data to make informed decisions about these groupings. Students who need additional support will be identified according to data and receive additional support. Teachers and paraprofessionals will provide instruction and support for all students. Systematic assessments will be reviewed and administered at the beginning , middle and end of the year</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described</i></p> | <p>We have spent our money on instructional materials for the classrooms training for teachers and after school Instructors. Being that we are a new school we want to ensure that students have the resources and learning materials they need in order to accomplish our goals. Some of the materials purchased includes the Terra Nova, Fountain and Pinnel, French and Spanish Books, Typing Software in English, French, Spanish and others. Also three weeks Myers Briggs training for teachers as well as Emergent French</p> |

| | |
|--|---|
| <p><i>in this action plan.</i></p> | <p>training over in France and after school programs as well.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Beginning of the Year Fountas and Pinnel- Running Records and Reading Levels DIBELS Portfolio Teacher-made Assessments Terra Nova</p> <p>Middle of the Year Fountas and Pinnel- Running Records and Reading Levels DIBELS Portfolios Teacher-made Assessments</p> <p>End of the year Fountas and Pinnel- Running Records and Reading Levels DIBELS Portfolios Teacher-made Assessments Terra Nova</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant):

Mathematics

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>60% of all students will be on grade level by the end of the year. 20% of all students will be above level grade by the end of the year. 20% of all students will approaching grade levels by the end of the year.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Students will receive math instruction daily in small groups according to students needs. These groups will be flexible. Teachers will progress monitor and use data to make informed decisions about these groupings. Students who need additional support will be identified according to data and receive additional support. Teachers and paraprofessionals will provide instruction and support for all students. Systematic assessments will be reviewed and administered at the beginning , middle and end of the year</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>We have spent our money on instructional materials for the classrooms training for teachers and after school Instructors. Being that we are a new school we want to ensure that students have the resources and learning materials they need in order to accomplish our goals. Some of the materials purchased include the Terra Nova, Fountain and Pinnel, French and Spanish Books, Typing Software in English, French, Spanish and others. Also three weeks Myers Briggs training for teachers as well as Emergent French training over in France and after school programs as well.</p> |

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

| | |
|-----------------------|---|
| Beginning of the Year | Benchmarks from Everyday Mathematics Portfolio Teacher-made Assessments Terra Nova |
| Middle of the Year | Benchmarks from Everyday Mathematics Portfolio Teacher-made Assessments Terra Nova |
| End of the year | Benchmarks from Everyday Mathematics Portfolio Teacher-made Assessments Terra Nova |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): Interdisciplinary Science and Social Studies

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>60% of all students will master grade level Social Studies and Science content and concepts. 20% of all students will exceed grade level Social Studies and Science content and concepts. 20% of all students will approach grade level Social Studies and Science content and concepts.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Students will receive Science and Social Studies instruction daily in small groups according to students needs. These groups will be flexible. Teachers will progress monitor and use data to make informed decisions about these groupings. Students who need additional support will be identified according to data and receive additional support. Teachers and paraprofessionals will provide instruction and support for all students. Systematic assessments will be reviewed and administered at the beginning , middle and end of the year</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>We have spent our money on instructional materials for the classrooms training for teachers and after school Instructors. Being that we are a new school we want to ensure that students have the resources and learning materials they need in order to accomplish our goals. Some of the materials purchased includes the Terra Nova, Fountain and Pinnel, French and Spanish Books, Typing Software in English, French, Spanish and others. Also three weeks Myers Briggs training for teachers as well as Emergent French training over in France and after school programs as well.</p> |

**Indicators of Interim Progress
and/or Accomplishment**

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

| | |
|-----------------------|--|
| Beginning of the Year | Culminating Project Teacher-made Assessments Terra Nova for First Grade |
| Middle of the Year | Culminating Projects Teacher-made Assessments |
| End of the year | Culminating Projects Teacher-made Assessments Terra Nova for First Grade |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant):

Second Language Acquisition

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>60% of all students will be able to engage in simple conversations and acquire basic vocabulary in Spanish and French by June 2011. 20% of all students will be able to engage in simple conversations and acquire basic vocabulary in Spanish or French 20% of all students will acquire basic vocabulary in Spanish or in French.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Students will receive Spanish and French instruction daily in small groups. Teachers will progress monitor and use data to make informed decisions about language instruction. Students who need additional support will be identified according to data and receive additional support. Teachers will provide instruction and support for all students. Systematic observations will be reviewed and administered at the beginning, middle and end of the year.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>We have spent our money on instructional materials for the classrooms training for teachers and after school Instructors. Being that we are a new school we want to ensure that students have the resources and learning materials they need in order to accomplish our goals. Some of the materials purchased include the Terra Nova, Fountain and Pinnel, French and Spanish Books, Typing Software in English, French, Spanish and others. Also three weeks Myers Briggs training for teachers as well as Emergent French training over in France and after school programs as well.</p> |

**Indicators of Interim Progress
and/or Accomplishment**

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

Teachers will observe the use of functional language and vocabulary. The functional language will be rated through the use of school made rubric.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | Voyager A –Passport is used with students in small groups of 5 during the school day. |
| Mathematics: | Everyday Mathematics Core materials are used to provide students re-teaching opportunities in small group based on what students need. |
| Science: | |
| Social Studies: | |
| At-risk Services Provided by the Guidance Counselor: | NA |
| At-risk Services Provided by the School Psychologist: | |
| At-risk Services Provided by the Social Worker: | Students who are at risk for services are referred for additional academic and emotional services meet with the social worker based on need. |
| At-risk Health-related Services: | |

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

NCLB/SED requirement for all schools

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

Email to Debra

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

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

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

Section I. Student and School Information

Grade Level(s) K, 1 _____ Number of Students to be Served: 8 LEP N/A Non-LEP

Number of Teachers 8 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative Please attach LAP

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Please refer to pages 5, 6 of the LAP

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

Please refer to page 8 from LAP

Section III. Title III Budget

School: 17K770 **BEDS Code:** 331700010770

| Allocation Amount: | | |
|--|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 23,422 | 175 hours of per session on summer trainings for Multilingual Instruction for all 8 teachers 175 hours x 7 teachers x 19.12 (summer training teacher per session rate)=23,422 |
| Purchased services - High quality staff and curriculum development contracts. | NA | NA |
| Supplies and materials - Must be supplemental. | 8,000 | Spanish and French books for Kindergarten and First grade. |

| | | |
|--|-----------|---|
| - Additional curricula, instructional materials. Must be clearly listed. | | |
| Educational Software (Object Code 199) | 1,519.76 | Learn to type software CD Room Site License of 30, Learn to type software CD includes in English and Spanish. |
| Travel | 1,579.30 | Three weeks Training in France. |
| Other | | |
| TOTAL | 34,521.06 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents were surveyed as to languages spoken at home during pre-registration and registration. Parents who did not report that any parent or adult at home spoke English were noted as possibly needing written translation and oral interpretation.

During registration, orientation, and the first weeks of school, bilingual members of the New American Academy staff contacted these parents and asked whether they required written translation and/or oral interpretation in communication with the school.

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

The New American Academy found that the parents of ten students were in need of language assistance services.

These findings, and the particular students, were shared with all teachers and administrative staff. They were also shared with all PTA officers.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will have available all official documents and written communication in both Spanish and English. Spanish translations of documents will be sent to the homes of non-English speaking, Spanish speaking parents concurrently with English language documents sent to other homes when appropriate. These translations will be provided in-house by school staff.

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

With one Spanish speaking teacher in each classroom, and four Spanish speaking members of the administrative staff, most oral communication with non-English speaking parents can be done in Spanish, with no translation needed. If a parent needs to speak with a non-Spanish speaking staff member, another staff member will provide oral interpretation services.

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

- A. Non-English speaking parents will be provided with a translated version of the Bill of Parent Rights and Responsibilities
- B. A sign posting availability of interpretation services will be posted
- C. Safety plan will be updated

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|--------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 94,021 | | 94,021 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 1,096 | | 1,096 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 5,484 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 15,000 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 _____100%_____

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

NA

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

NA

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written

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

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

SCHOOL-PARENT COMPACT

The New American Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2010-2011 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Support student development and provide individualized support through frequent observations, evaluations, adjustments to teaching practices, and flexible student grouping. Differentiate instruction to address various student needs based on data collected in an inclusive education setting. Students with IEPs will work among general education students while receiving additional services targeted to meet their individual needs.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held in November and March. Parents will receive three report cards outlining their child's performance and progress in November, March, and June. Additional conferences will be scheduled based on individual student needs as well as parental requests.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Individual progress reports will be distributed every six to eight weeks supplementary to report cards. Parents will be apprised of their child's assessment scores for reading, writing, math, and content areas in relation to a baseline of

standards-based performance. Class newsletters outline the grade-level learning goals and activities and are distributed at the end of each week. Student work samples are also sent home weekly to provide parents evidence of learning. Individual conferences to discuss a child's progress will be scheduled on an as needed basis.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The New American Academy at Lincoln Terrace Park has an open-door policy for parents and families. Teachers are available to meet with parents during the hours of 8:00am to 9:30am in the classrooms and during as scheduled after 3:15pm. Members of the administration are available to meet with parents flexibly during regular school hours and as scheduled past 3:15pm in administrative offices.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Members of the school community assist as volunteers during mealtimes, after school activities, off-site field trips, and class instruction. Invitations are extended to parents to visit the classes for end of unit celebrations every six to eight weeks. Parents are welcome to come to observe as often as they like and are encouraged to support the learning community

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

17K770 _____ 11/05/2010 _____
School Date

LaFleur Cumberbatch _____ 11/05/2010 _____

Parent

Date

Donte Cumnberbatch

11/05/2010

Student

Date

School Parental Involvement Policy

I. General Expectations

Public School PS770 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School PS770 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Create and modify plan during School Leadership Team (SLT) meetings
 - b. Solicit feedback during Parent/Teacher Association (PTA) meetings
 - c. Solicit feedback from Parent Coordinator
2. Public School PS770 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Collect and interpret relevant assessment data
 - b. Review data during SLT and PTA meetings
 - c. Disseminate the standards and initiatives by making them public and accessible
3. Public School PS770 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Provide language translators to assist families as needed
 - b. Coordinate a master plan to facilitate advance planning of activities
 - c. Adjust schedules to accommodate parental activities
 - d. Cooperation between the Principal, PTA leaders and Parent Coordinator
 - e. Coordinate at-home activities for all parents to support academic achievement
 - f. Provide technical equipment and materials needed
4. Public School PS770 will coordinate and integrate Title I parental involvement strategies, with parental involvement strategies under the following other programs: SETSS, Early Success, Soar to Success, Wilson, EDM, National Young Scholars, Inquiry Team, ARIS Parent Link by:
 - a. Send parent letters home informing parents of at-risk services provided
 - b. Take home books and coordinating activities for parent/child sharing
 - c. Informational meetings for possible admission to outside programs or schools
 - d. Scheduling conferences as needed to address progress of child and/or reviewing IEP
5. Public School PS770 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and

activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. A survey will be distributed to parents regarding academic progress, discipline, home/school communication, expectations, safety, and school climate
 - b. PTA will conduct a survey, in collaboration with the Principal and Parent Coordinator
 - c. Parents will provide feedback in order to design strategies to implement required changes
 - d. SLT parent members will disseminate survey results and parent feedback for discussion and modification
6. Public School PS770 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community, to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards
 - ii. The State's student academic achievement standards
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. How to access and interpret reports on the ARIS Parent Link
 2. How to access and interpret Annual School Report
 3. How to access and interact with on-line student assessments, e g, Acuity, Scantron
 4. Provide access and assistance with computers
 5. Establish effective home/school connection and communication
 6. Conduct ongoing workshops addressing components of school-wide Inquiry Team initiative
 7. Conduct workshops addressing Local and State Performance Standards, under NCLB
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 1. Provide opportunities for parents and children to attend various hands-on workshops in all curriculum areas, e.g. modeling practices for home conditions that support reading, math, science
 2. Provide strategies to establish a regular schedule of homework that requires students to discuss and interact with families on what they are learning in class
 3. Provide family participation in setting long and short-term student goals and expectations
 4. Provide Saturday workshops in parenting skills, building relationships and integrating math and reading into daily chores

5. Encourage participation in Learning Leaders Academy
 6. Provide opportunities for guest speakers to address relevant academic and social topics
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
1. Teachers and staff members will be invited and welcomed to attend PTA meetings
 2. Provide workshops on how to conduct and participate in effective parent/teacher conferences, using a non-fault environment
 3. Establish an environment that fosters collaboration and consensus among parents and staff
 4. Monthly Principal's social with parents to discuss programs and activities
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
1. Bi-lingual Calendar of Events sent home on a monthly basis
 2. Bi-lingual informational letters sent home, as needed, via backpack and US mail
 3. Notices of upcoming events posted in school lobby
 4. Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
 5. Translators will be available upon request

III. Discretionary School Parental Involvement Policy Components

- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times;
- Adopt and implement model approaches to improve parental involvement;
- Provide other reasonable support for parental involvement activities under section 1118, as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Public School PS770 on September 8, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents participating Title I, Part A children on or before November 1, 2010.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or</i> | Program Funds Are “Conceptually” ¹ Consolidated in the | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each |
|--------------|---|---|---|---|
|--------------|---|---|---|---|

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | <i>Local)</i> | Schoolwide Program (R) | | | <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | Check (R) | Page #(s) |
|-------------------------|---------------|----------------------------------|-----------|------------|--|--|------------------|------------------|
| | | Yes | No | N/A | | | | |
| Title I, Part A (Basic) | Federal | | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | | |
| Title II, Part A | Federal | | | | | | | |
| Title III, Part A | Federal | | | | | | | |
| Title IV | Federal | | | | | | | |
| IDEA | Federal | | | | | | | |
| Tax Levy | Local | | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools

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

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

One of our teachers has been assigned as the Title I teacher by hiring her with Title I funds enabling us to lower class size ratio to 15:1. She will be targeting Title one students using Intervention such as Voyager Intervention program. Teacher will also be attending Professional Development training and also summer training was used to target nonreaders in first grade.

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

Jennifer McSorley is working with a team of teachers so naturally it is embedded in her work.

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

c. Minimize removing children from the regular classroom during regular school hours;

Please refer to answer 2.

4. Coordinate with and support the regular educational program;

Please refer to answer 2.

5. Provide instruction by highly qualified teachers;

Please refer to answer 2.

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

Please refer to answer 2.

7. Provide strategies to increase parental involvement; and

Parents are welcome to in the classroom at any time. We also have volunteer parents that are a part of school classroom and school activities in general.

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

We are providing Speech Therapy, Occupational Therapy, Guidance Counselor, in order to comply with IDEA regulations Also speech language and ESL Instructions.

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

NOT APPLICABLE

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

**NCLB/SED
Status:**

**SURR³ Phase/Group (If
applicable):**

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

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

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

School Under Registration Review (SURR)

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

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____

Year of Identification: _____

Deadline Year: _____

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

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

| | | |
|--|--|--|
| | | |
|--|--|--|

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitlePartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

1

2. Please describe the services you are planning to provide to the STH population.

The school will provide services to the student and do home outreach, and also monitor the students work and test data to determine if additional services are needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

Attach New School Proposal

Section One: Introduction

School Mission

The New American Academy empowers learners and inspires leaders to make this a better world.

- Sixty students with four teachers in a classroom (for a 15:1 ratio) in an inclusive setting,
- A career ladder for teachers based on merit and ability and not seniority,
- A team of teachers that will loop with the students from Kindergarten through 5th grade in order to develop strong relationships between the teachers, students and parents,
- Students will learn within a trilingual setting in order to develop both the communicative and cognitive skills of our students.

School Vision

Our vision is a world where the talents of every child and adult are unleashed for good.

There are three major reasons we are opening the school in an immigrant and underserved community:

- Our focus on trilingual education is to celebrate the languages of our ELL students and acknowledge the cultural heritage of the families within the community. Additionally, the cognitive abilities of our students will be developed through this triple immersion education. Ultimately, though, through the students' ability to communicate in multiple languages, they will help create peace in the world.
- Our focus on differentiated instruction through the four teachers in the classroom will enable an inclusion environment, wherein students will not be stigmatized as "special education," but rather every learner in our school will be treated as special.
- Our focus on adult collaboration will help many of our students see adults working hand-in-hand as a team that provides structure and nurturing (something that is missing in far too many of our students' homes).

There is a separate overarching reason for the adults in The New American Academy model:

- The career ladder will develop succession planning and leadership development school-wide (and one day, system-wide) as well as help retain the talent in our classrooms.

Values

Collaboration is the key.

We believe that more heads are better than one. Our Strategic Planning Team has brought Foundation and business leaders, Labor (the UFT), Management (the Chancellor), and Harvard to collaborate in this new model of education.

Section 2: Introducing the Academy to the Community

Revised Fact Sheet for Community Engagement

| | | | |
|-------------------|---------------------------------|---------------------|--------------------------------|
| Project Name | The New American Academy | | |
| School Level | Elementary School | School Leader | Shimon Waronker |
| Temporary Phone # | 212.374.0344 | School Leader Email | swaronk@schools.nyc.gov |

School Schedule: Mon-Fri

| Students | Teachers |
|----------------------------|---|
| 8:30-9:00 Morning Exercise | 8:00-9:30 Teachers collaborate and plan for the day as a team |
| 9:00-9:30 Breakfast | |
| 9:30-12:00 Period 1 | 9:30-12:00 Period 1 |
| 12:00-1:00 Lunch | 12:00-1:00 Lunch |
| 1:00-3:30 Period 2 | 1:00-3:30 Period 2 |

What's the reasoning?

Our children need time every day to exercise. In addition, having a healthy, nutritious breakfast can help your child's brain development. Our schedule aims for depth of learning and this is why the periods are long.

This is a sample of our expectation:

| Grade | Languages | Math | Leadership | Technology |
|-------|---|---|--------------------------------------|-------------------------------------|
| K | Read/Write in 3 languages | Children will proceed according to their ability | Develop awareness of others feelings | Keyboarding and navigating internet |
| 1 | Compose a story in 3 languages | beginning with number sense, addition, subtraction, multiplication, division, fractions, percentage, problem solving, all the way to Algebra, Geometry, and Pre-Calculus (depending on each student's particular ability. | Achieve friendship with 10 students | Learn to program in Basic |
| 2 | Write a 5 paragraph essay in 3 languages | | Achieve friendship with 30 students | Understand how plumbing works |
| 3 | Write a play and perform in the auditorium | | Achieve friendship with class | Understand how electricity works |
| 4 | Write either a utopia or dystopia of 20 pages | | Speech in front of auditorium | Understand how refrigeration works |
| 5 | Create a movie with groups of 15 students | | Debate in front of auditorium | Understand how a car works |

A collaboration between Labor, Management and Harvard University

The New American Academy is

- not a charter school, but a public school with a side contract
- on the cutting edge of innovation as part of Chancellor Joel Klein's vision of Children First
- supported with the prestige of one of the most acclaimed universities in the world

Award winning

The New American Academy won

- Harvard's prestigious 2009 Phi Delta Kappa Award for Innovation in Education

The New American Academy located at PS 398
60 East 94 Street; Brooklyn, NY 11212

Public Transportation

Via Bus: B012, B017, B046, B078

Via Subway: **3** **4** to Sutter Road



A new vision for education

Featuring a world-class standard:

- **Trilingual education: English, French and Spanish**
- **Relationships: Teachers will stay with the same group of children from Kindergarten through 5th grade**
- **High quality instructors: A master teacher in every classroom**
- **Differentiated instruction: Students will be encouraged to proceed at their fastest pace**
- **60 students to 4 teachers model:**
 - **Cutting edge model developed at the Harvard Graduate School of Education**
 - **Team of instructors plans for each child every day**
 - **Novice teachers are always under the supervision of a Master teacher**
 - **Never again will students or teachers suffer from lack of experience**
 - **Develop all our children's leadership capacities**

Why trilingual?

The cognitive development of children is greater when they are encouraged to learn more than one language. Moreover, we can both celebrate and learn from the rich heritage of our diverse community by learning the other two predominant languages. If the Swiss children can do it, so can ours!
World Class!



English



French



Spanish



Spanish

Why the focus on relationships?

There is no reason why students should have a new teacher every year. By allowing teachers to stay with the same group, the teachers will know the students and parents really well. There will no longer be a new learning curve every September for teachers to get to know the students, nor for students to get to know their teachers.
World Class!

Why high quality teachers?

A great teacher makes a world of difference. Parents often have to fight to get their child into the best teacher's class. No longer. We have a Master Teacher in every classroom. These teachers have been carefully screened by faculty from Harvard, Columbia University as well as our teacher's union and the school administration. Your child will have the very best teacher in front of them every day - the whole day!
World Class!



What is differentiated instruction?

Students will learn at their own pace and teachers will serve as guides. If a child is ready to learn algebra in the 2nd grade, the teachers will help the child with algebra. If a child needs help in a particular subject, the teacher will develop an individualized plan for him/her.
World Class!



Why a team of teachers?

The lone teacher of the traditional model has the disadvantage that the teacher has to teach to the average of the class; and thus, has difficulty differentiating, has difficulty learning best practice from other teachers, and has difficulty planning for each child's needs. Not so when there is a team of teachers.
World Class!



Can every child be a leader?

Yes. Every child should, at the very least, have the confidence, voice, problem solving skills and self-awareness to be able to succeed in life. Our report cards will be unique in the sense that we will help each child foster these traits. We believe that a follower gets changed by the environment, whereas a leader changes the environment. Our children should change the world and make it better.
World Class!



C. Complete the School Directory Page Exactly As It Will Appear in the 2010 or 2011

| SCHOOL DIRECTORY PAGE | |
|---|---|
| <p>Important Admissions Information</p> <p>Eligibility: (Choose One)</p> <p>* Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p>● Other:</p> | <p>School Overview</p> <p>In Their Own Words: The New American Academy will eliminate the isolation of teachers by having four teachers with sixty students (for a 15:1 ratio) in a classroom. Teachers will have a career ladder from apprentice to master teachers based on merit, not seniority, as well as loop with the same class of sixty students from Kindergarten through 5th grade (all six years). Students will learn within a trilingual setting in order to develop both communicative and cognitive skills.</p> |
| <p>Special Education Services (Check all the apply):</p> <p>* SETSS</p> <p>● Self-contained</p> <p>* Collaborative Team Teaching</p> <p>● Special Class for Hearing Impaired</p> | <p>Partnerships in the first year</p> <p>Community-based Organizations: Harvard Graduate School of Education</p> <p>Other: The United Federation of Teachers</p> |
| <p>ELL Programs (Check all that apply):</p> <p>● ESL</p> <p>● Bilingual Programs:</p> <p>* Dual Language Programs: English, French, Spanish</p> | <p>Courses & Program Highlights</p> <p>Programs: Daily calisthenics, daily breakfast, technology program, leadership development (self awareness, voice, confidence, problem solving skills)</p> <p>Languages: Trilingual: English, French and Spanish</p> <p>Advanced Placement Courses: N/A</p> |
| <p>Enrollment:</p> <p>Total Students per grade: 60</p> <p>Grades Served in year 1: K, 1</p> <p>Grades Served at Scale: K-5</p> | <p>Extracurricular Activities in the first year:</p> |

| | |
|--|---|
| | Leadership & Support: Academic: Artistic: Clubs: School Sports: |
|--|---|

Outreach to External Partners – Letter to Tom Kane and Heather Hill, Professors of Education at the Harvard Graduate School of Education

Dear Tom and Heather,

I hope this letter finds you well. I was referred to you by Dean McCarthy, and I hope to solicit your help in evaluating my model for the New American Academy, a new pilot program for the NYC school system.

The New American Academy will eliminate the isolation of teachers by having four teachers with sixty students (for a 15:1 ratio) in a classroom who will plan collaboratively for 1.5 hours every day. Teachers will have a career ladder from apprentice to master teachers based on merit and not seniority as well as loop with the same cohort of sixty students from Kindergarten through 5th grade (all six years). Students will experience 360 degree assessments wherein students will rate teachers as well as each other. The model is tri-lingual as well. This model won Harvard's Phi Delta Kappa award for Innovation in Education.

We plan on opening one pilot school next year, 20 in 2011, and 50 in 2013. There will be schools within schools, and random assignment is possible.

I will be at Harvard on December 3rd, and I hope to meet with you to discuss the model at length. Your input and opinion would be incredibly valuable as we begin to make the New American Academy a reality.

Sincerely,

Shimon Waronker

Section 3: Building a New School Community

Welcome Letter

Dear Parents,

Welcome to the New American Academy! My name is Shimon Waronker, and I am excited to begin working with you to make the Academy's mission of empowering learners and inspiring leaders a reality.

The New American Academy structure is radically different from those of traditional schools, and has been carefully constructed to provide an environment that maximizes your child's potential:

- Sixty students with four teachers in a classroom (for a 15:1 ratio) in an inclusive setting.
- A career ladder for teachers based on merit and ability and not seniority.
- A team of teachers that will loop with the students from Kindergarten through 5th grade in order to develop strong relationships between the teachers, students and parents.
- Students will learn within a trilingual setting in order to develop both the communicative and cognitive skills of our students.

We have very high expectations for this program, and we are incredibly excited that your family will be a part of it. Your child will be learning at unprecedented levels.

We look forward to meeting you all at our orientation. During this time, you can meet our team, learn more about the New American Academy, and ask any questions you might have. In the meantime, please e-mail me at SWaronk@schools.nyc.gov with any questions.

Sincerely,

Shimon Waronker

Excerpts from the Student Handbook

Dear Parents,

Please take time to read this handbook with your children. We want to make sure that our students are as enthusiastic as we are about the New American Academy, and that they understand the high expectations that we are confident they will live up to.

We look forward to seeing you soon!

The New American Academy

Introduction

Welcome to the ***New American Academy***! We are very excited that you will be joining us in a very new kind of school. We are writing this handbook so that you know what to expect on your first day of school, and every day that you spend here. We want you to know that we are here for YOU, so please never feel afraid to ask your teachers or the headmaster about anything you are curious about.

What makes this school different?

You will probably notice right away that the New American Academy is different than other schools you might have visited. Instead of just one teacher, every classroom has four teachers. Every one of these teachers is there to help make school fun for you! You will have these same four teachers during your entire time at the New American Academy, so they will learn what you like and what you don't like, and make sure that you are learning in the way that is best for you.

Another way that the New American Academy is different is that classes take place in English, Spanish, and French, depending on the day. Don't worry if you do not know all of these languages—we know that everybody comes from a different background!

The main idea behind the New American Academy is "collaboration," which is a word that means "working together." All of your classes will be taught in a way that lets you work with your teachers and classmates to learn about the world and yourself.

Guidelines

At the New American Academy, we want to help you grow both as a student and as a person. Because of this, we expect the highest level of respect from our students. Below are some guidelines that describe some of the ways we expect you to show respect. We know that nobody is perfect, and we are always ready to work with you if you feel like there is a problem of disrespect in the classroom.

Respecting Yourself

- Be proud of your work
- Make an honest effort to give every activity your full attention
- Use language that reflects your status as a citizen of our republic
- Arrive on time and ready to learn by 8:20 every morning

Respecting Your Teachers

- Listen to and follow your teachers' instructions
- Ask questions when you don't understand something
- Trust that your teachers always have your best interest in mind

Respecting Your Classmates

- Use positive language when talking to or about your classmates
- Respect personal boundaries
- Watch your voice level, especially when it could disrupt another group

Respecting Your Environment

- If you do an activity that makes a mess, clean up after yourself
- Food and candy should only be eaten in the cafeteria
- Be gentle with furniture and school supplies

Graduation Expectations

We want you to know that we have very high expectations for you, and we are sure you are going to meet them! Below are some examples of some skills that we expect you to have learned by the time you graduate the New American Academy in the fifth grade.

Humanities

- Reading, writing, and speaking fluently in English, French, and Spanish
- Writing a research paper that takes information from many different places to make an argument that you create
- Working in teams to write, film, and edit a movie

Math

- Mastery of basic math skills, including fractions, percentages, and problem solving
- Knowing how to use your math abilities in everyday life
- Depending on your own ability, mastery of algebra, geometry, and pre-calculus

Leadership

- Building strong relationships with your teachers and classmates
- Confidence in using teamwork to solve any problem
- Preparing for and participating in a moderated debate in front the school community

Technology

- Understand how common systems like plumbing, electricity, refrigeration, and the internal combustion engine work
- Mastery of computer skills, including typing, navigating the internet, and basic programming languages

Sample Student Schedule

| | 8:30-9:00 | 9:00-9:30 | 9:30-12:00 | 12:00-1:00 | 1:00-3:30 |
|----------------------------|------------------|-----------|------------|------------|------------|
| Monday (Spanish) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Tuesday (French) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Wednesday (English) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Thursday (Spanish) | Morning Exercise | Breakfast | Music | Lunch | Art |
| Friday (French) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |

| | 8:30-9:00 | 9:00-9:30 | 9:30-12:00 | 12:00-1:00 | 1:00-3:30 |
|---------------------------|------------------|-----------|------------|------------|------------|
| Monday (English) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Tuesday (Spanish) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Wednesday (French) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |
| Thursday (English) | Morning Exercise | Breakfast | Music | Lunch | Art |
| Friday (Spanish) | Morning Exercise | Breakfast | Humanities | Lunch | Technology |

Notes

- Each day at school is conducted in a different language, on a three day rotation.
- Students will participate in two and a half hours of humanities study and technology study four days a week, and two and a half hours of art study and music study once per week.
- The humanities period includes (but is not limited to) reading, writing, and social studies.
- The technology period includes (but is not limited to) math, science, and hands-on technology.
- Students of all abilities share the same schedule and classroom space. Often, classes will be split into small groups among the four teachers so that students may progress at a pace appropriate to their talent in any particular subject.
- Morning exercise and breakfast are supervised by the headmaster, while teachers meet to discuss learning plans for the day and student progress.

- Lunch is a structured time period that includes athletic games conducted by teachers (double dutch, kickball, etc.)

Summer Orientation Plans

Teacher Summer Orientation

- Five week summer training program
- Familiarize teachers with the New American Academy format
- Collaborate with teachers to optimize the NAA model for success
- Teachers plan curriculum maps for the year

Student Orientation

- Introduce students, parents, and teachers to each other, and emphasize collaboration as imperative to the NAA model
- Teachers and parents exchange contact information to ensure communication
- Familiarize students with the school's schedule and facilities
- Review school mission and guidelines as previously covered in introductory letter and student handbook

Section 4: Building Our Professional Learning Community

Selection Criteria

Ten criteria from the UFT pre-approved list that are important in selecting our teachers

- Scholarship in the content area, with an emphasis on ability to teach high school level math/science to talented students
- Demonstrated success in incorporating hands-on and co-operative learning activities
- Demonstrated success in developing interdisciplinary project and problem-based unit plans.
- Experience in differentiating instruction for all students, including special education and English Language Learners;
- Writing and presentation ability as evidenced by a demo lesson and a writing sample
- Demonstrated success of effective communication with colleagues, parents, students, etc
- Demonstrated success of working collaboratively with colleagues and parents/caregivers
- Demonstrated professionalism and leadership qualities
- Demonstrated commitment to professional growth
- Working knowledge of and ability to communicate effectively in a language other than English, preferably Spanish and French

Sample Teacher Schedule

| | 8:00-9:30 | 9:30-12:00 | 12:00-1:00 | 1:00-3:30 |
|----------------------------|------------------|-------------------|-------------------|------------------|
| Monday (Spanish) | Planning Meeting | Humanities | Lunch | Technology |
| Tuesday (French) | Planning Meeting | Humanities | Lunch | Technology |
| Wednesday (English) | Planning Meeting | Humanities | Lunch | Technology |
| Thursday (Spanish) | Planning Meeting | Music | Lunch | Art |
| Friday (French) | Planning Meeting | Humanities | Lunch | Technology |

| | 8:00-9:30 | 9:30-12:00 | 12:00-1:00 | 1:00-3:30 |
|---------------------------|------------------|-------------------|-------------------|------------------|
| Monday (English) | Planning Meeting | Humanities | Lunch | Technology |
| Tuesday (Spanish) | Planning Meeting | Humanities | Lunch | Technology |
| Wednesday (French) | Planning Meeting | Humanities | Lunch | Technology |
| Thursday (English) | Planning Meeting | Music | Lunch | Art |
| Friday (Spanish) | Planning Meeting | Humanities | Lunch | Technology |

Notes

- Since students of all abilities share the same trilingual classroom and teachers, all teachers' schedules will look fundamentally alike. Often, classes will be split into small groups among the four teachers so that students may progress at a pace appropriate to their talent in any particular subject.
- Teachers meet every morning for an hour and a half to discuss the curriculum for the day and progress and plans for individual students
- School rotates through three day language cycle. For example, music and art classes will be taught in a different language every week.

Staff Handbook – Introductory Letter

Dear Teachers,

Welcome to the New American Academy! I hope that you are looking forward to our summer training program as much as I am.

By now, you should be familiar with the New American Academy model. I wanted to take this opportunity to reexamine our vision—why we are embarking on this journey.

Our focus on trilingual education is to celebrate the languages of our ELL students and acknowledge the cultural heritage of the families within the community. Additionally, the cognitive abilities of our students will be developed through this triple immersion education.

Our focus on differentiated instruction through the four teachers in the classroom will enable an inclusion environment, wherein students will not be stigmatized as “special education,” but rather every learner in our school will be treated as special.

Our focus on adult collaboration will help many of our students see adults working hand-in-hand as a team that provides structure and nurturing (something that is missing in far too many of our students’ homes).

Finally, our school structure is designed as a radical alternative to traditional classrooms. The career ladder will develop succession planning and leadership development school-wide (and one day, system-wide) as well as help retain the talent in our classrooms.

Please, as always, contact me with any questions or ideas going forward. I look forward to seeing you soon.

Sincerely,

Shimon Waronker

Professional Development Plans

The New American Academy will prioritize professional development sessions in **collaboration** and **conflict management**. Since collaboration is the foundation of the NAA's philosophy, and the classroom model is so different from what most teachers would have previously encountered, we believe it is important to have a summer training session and a regular professional development schedule as a resource for teachers adjusting to a new structure and methodology.

The five week summer training program is designed to familiarize the teachers with our instructional model. A particular emphasis will be placed on discussion of the philosophy behind the model—teachers should not simply understand what drives the New American Academy, but should also be committed to its founding principles.

Professional development sessions will be scheduled throughout the year, and serve three purposes:

- A refresher for the topics covered in the five week summer training program, including discussion about how to apply these lessons with current students and classes.
- A resource for teachers struggling with problems with particular students or lessons. Teachers will be in communication with the headmaster and each other throughout the year, so that sessions can be tailored to teachers' needs.
- An opportunity for teachers to interact with teachers from other classrooms and with the headmaster in an environment designed to facilitate the sharing and evolution of strategy and methods.

Professional development sessions will be conducted in a way very similar to the way that classes are taught in the New American Academy. All will be encouraged to share their own experiences and methods that they feel could be helpful in regards to the topic being discussed. Teachers will split up into small groups to discuss a specific topic, and then rejoin to share what they discussed.

We have included agendas, lesson plans, and handouts for two days at the summer training program, one focused on collaboration, the other, conflict resolution. Additionally, we have provided an agenda, lesson plans, and handouts for a professional development day during the school year that emphasizes both topics.

Sample Summer Professional Development Day One

Sample Summer Professional Development Agenda: Collaboration

| | |
|--------------|-----------------------------------|
| 8:00-9:45 | Session I: Why Collaboration? |
| 10:00 -11:45 | Session II: Collaboration Models |
| 11:45-12:45 | Lunch/Discussion |
| 12:45-2:30 | Session III: The Planning Meeting |
| 2:45-4:00 | Session IV: Curriculum Planning |

Summer Professional Development Lesson Plans: Collaboration

Session I: Why Collaboration?

Objectives

Teachers will

- learn about the historical origins of the current educational model
- think critically about classroom systems of isolation and collaboration
- brainstorm ways that collaboration can help in the classroom, in both expected and unexpected ways

Lesson

Introduction

Overview of history of the American education system, stretching back to King Frederick and Prussia, through Horace Mann, to today. Then, contrast with alternate educational models throughout history- the tutoring system for nobles, historical tutorials at Oxford and Cambridge, Harkness method at Exeter.

Discussion

Break into small groups, and talk about experiences you've had in the classroom when you've felt isolated. Also, talk about moments of collaboration that you've experienced in the classroom, with students, other teachers, parents, or administration

Halfway mark prompt: Now, we'd like you to talk about ways that you think that you can use collaboration to your advantage this year, in a way you haven't discussed yet. We would like each group to come up with an example of collaboration with students, with teachers, and with parents.

Sharing/Conclusion

Come back together as a group, and share what you talked about. Please take notes, and remember some of these strategies as you plan your curriculum and embark on this school year.

Session II: Collaboration Models

Objectives

Teachers will

- learn about various collaboration models and strategies
- discuss merits and flaws of each strategy
- think critically about how to respond to different situations using collaboration

Lesson

Introduction

Collaboration as a valued tool not only in the classroom. Examples like the founding fathers, the Apollo 13 team, and the creators of *West Side Story* of very smart people who used different methods of collaboration to become more than the sum of their parts.

Discussion

Break again into (different) small groups. Each reads a different section of a handout packet that includes outlines of various types of collaborative method (Spence, Katzenbach and Smith, working styles, Gardner/multiple intelligences, thinking styles, etc). Spend some time discussing your collaborative method.

You'll now receive two situations that you may encounter in the classroom. Discuss and outline a response to these situations using the collaborative model you learned about. Discuss strengths of using this particular model, and any weaknesses you see.

Sharing/Conclusion

Come back together as a group and share, first the collaborative method you learned about, then your situations and how that method might be used to respond to them. Please feel free to ask questions of other groups. We would like to hear a dialogue about what collaborative methods work well, and which have blind spots.

Session III: The Planning Meeting

Objectives

Teachers will

- meet with their classroom groups
- introduce themselves and how they prefer to collaborate
- discuss collaboration dynamics in the daily planning meeting and in class

Lesson

Introduction

Now, we would like you to split into your classroom groups. Your master teacher will lead a discussion about your own preferences, how you like to collaborate in the classroom, and how to best maximize your daily planning meetings.

Discussion

Master teachers will first have each member of the group introduce themselves and talk about how they envision collaborating in the classroom. Then, the master teacher will explain how they envisioned the daily planning meeting running. No matter the format, there should be an emphasis on decorum and respect—the morning meeting is not time to vent about students or other teachers.

Other teachers should be encouraged to give their own input as to the structure of the daily meeting or any other topic of collaboration in the classroom, and master teachers will be encouraged to listen to and incorporate these suggestions.

Sharing/Conclusion

The groups will come back together and share some of what they talked about, and the way that they will be conducting their daily planning meeting. Other teachers

should be encouraged to ask any questions, respectfully, about any perceived strengths and weaknesses.

Session IV: Curriculum Planning

Objectives

Teachers will

-work on their curriculum plans for the year

Lesson

Teachers will split into their classroom groups again and begin planning curriculum maps, units, and lesson plans for the year. They will be reminded to keep in mind and try to implement some of the collaborative technique discussed that day.

Summer Professional Development Handouts: Collaboration

A handout packet on collaboration that includes excerpts from:

Spence, Muneera U. *"Graphic Design Collaborative Processes: a Course in Collaboration."*

Bennis, Warren, and Patricia W. Biederman. *Organizing Genius.*

Marcum, James W. *After the Information Age: A Dynamic Learning Manifesto.*

Katzenbach, Jon R., and Douglas K. Smith. *The Wisdom of Teams*

Osborn, A.F. (1963) *Applied imagination: Principles and procedures of creative problem solving*

Among others.

Examples of situations for Session II

- A group of ELL students in your classroom are struggling with word problems given to them in English.
- You have noticed that one child is getting picked on by a group of other children at lunchtime.
- After one week teaching the plumbing system with a group of high achieving children, you feel frustrated that they are still struggling with basic concepts.
- You notice that one child, who tests very well, consistently comes in to school with his homework uncompleted.

Sample Summer Professional Development Day Two

Sample Summer Professional Development Agenda: Conflict Management

| | |
|-------------|--|
| 8:00-9:45 | Session I: Conflict in the Classroom |
| 10:00-11:45 | Session II: Conflict Management/Resolution Methods |
| 11:45-12:45 | Lunch/Discussion |
| 12:45-2:30 | Session III: The Unified Front |
| 2:45-4:00 | Session IV: Curriculum Planning |

Summer Professional Development Lesson Plans: Conflict Management

Session I: Conflict in the Classroom

Objectives

Teachers will

- identify areas where conflict can arise in the classroom
- discuss different kinds of conflict
- identify when conflict can be useful, and when it can be harmful

Lesson

Introduction

Today's focus will be on conflict, and conflict management. Emphasis on conflict not being something to eliminate entirely, but something to be managed and used positively, when possible.

Discussion

Break into small groups and discuss times and places in the classroom or in your role as a teacher where conflict can arise. Remember that conflict can arise between any two people, be they students, teachers, parents, or administration.

Halfway mark prompt: Now we'd like to talk to you about your own experiences teaching when you might have encountered conflict. Take turns sharing experiences. Each person should share two experiences—one where you feel like conflict led to learning, and one where you felt that conflict led to a negative result. When you aren't sharing your experiences, ask questions and give comments to the other teachers' answers.

Sharing/Conclusion

Come back together as a group, and share some of the experiences and strategies you talked about. Please take notes, and remember some of these strategies as you plan your curriculum and embark on this school year.

Session II: Conflict Management/Resolution Methods

Objectives

Teachers will

- learn about a variety of different conflict management/collaboration methods
- think critically about the advantages and disadvantages to different methods
- identify their personal conflict management/resolution style

Lesson

Introduction

Obviously, there are a variety of different conflict management and resolution strategies out there. In fact, we likely have a number of different conflict strategies in this room. For this session, we're going to take a closer look at some of these strategies and identify what works—and what doesn't.

Discussion

Break again into (different) small groups. Each group receives two or three conflict management/resolution strategies, and a quick description. Spend some time discussing these strategies, so that all members of your group are in agreement as to what it means.

You'll now receive two conflicts that you may encounter in the classroom. Discuss and outline a response to these situations using the conflict management strategies you spoke about. Discuss strengths of using this particular model, and any weaknesses you see.

Sharing/Conclusion

Come back together as a group, and share what you talked about. Please take notes, and remember some of these strategies as you plan your curriculum and embark on this school year.

As an exercise to close this session, look at the list of all the different conflict methods, and identify your own strengths and weaknesses.

Session III: The Unified Front

Objectives

Teachers will

- identify possible areas of conflict in their teaching team
- understand the strategy behind the "unified front"
- discuss how conflicts will be managed in their particular classroom

Lesson

Introduction

Now, we would like you to split into your classroom groups. Your master teacher will lead a discussion about conflict management and resolutions in your own classroom, and the importance of the "unified front."

Discussion

Master teachers will first have each member of the group talk about their own perceived strengths and weaknesses in conflict management and resolution. Then, the master teacher will lead a discussion about how each teacher sees their own strengths and weaknesses working as part of the team.

The master teacher will then move the topic of discussion to the idea of the "unified front"—students cannot see any disagreement among teachers, or they'll probably try to take advantage of it. This doesn't mean that there aren't plenty of opportunities to show good conflict management in front of the students, but they shouldn't see teachers disagree. Because of this, teachers need to make every effort to foresee any possible disagreements and address them in the daily meeting

In addition, discussion should cover the importance of having a master teacher who has the final say in decision making, though is aware of the importance of collaboration.

Sharing/Conclusion

The groups will come back together and share some of what they talked about, and the way that they will be conducting their daily planning meeting and conflict management. Other teachers should be encouraged to ask any questions, respectfully, about any perceived strengths and weaknesses.

Session IV: Curriculum Planning

Objectives

Teachers will

-work on their curriculum plans for the year

Lesson

Teachers will split into their classroom groups again and begin planning curriculum maps, units, and lesson plans for the year. They will be reminded to keep in mind and try to implement some of the conflict management techniques discussed that day.

Summer Professional Development Handouts: Conflict Management

Handout including different types of conflict management and resolution and simple definitions, including (but not limited to): negotiation, mediation, community building, advocacy, diplomacy, counseling.

Examples of conflicts for Session II

- Two children get into a fight while working together on math work. One complains that the other insulted her family.
- At a morning meeting, another teacher outlines a lesson being taught that day, and you think you see a big problem with the lesson plan.
- A father of one of your students calls you and complains that his student isn't being pushed hard enough in the classroom.
- A student refuses to do his math lesson about fractions, saying that he's "never going to use this stuff anyway."

Sample School Year Professional Development Day

Sample Professional Development Day Agenda: Collaboration and Conflict Management

| | |
|-------------|----------------------------------|
| 8:00-9:30 | Session I: Planning Meeting |
| 9:30-12:00 | Session II: Collaboration |
| 12:00 -1:00 | Lunch/Discussion |
| 1:00-3:30 | Session III: Conflict Management |

Professional Development Day Lesson Plans: Collaboration and Conflict Resolution

Session I: Planning Meeting

Objectives

Teachers will

-run their usual planning meeting, with more of a big picture analysis

Lesson

Teachers meet in their classroom as usual to discuss curriculum, student progress, and the rest, but with a focus on a larger scale. Special emphasis on issues of collaboration and conflict management that can be addressed later in the day.

Session II: Collaboration

Objectives

Teachers will

- critically review their own systems of collaboration
- share their experiences with other classrooms
- get advice from other classrooms

Lesson

Introduction

A refresher on collaboration, and some of the different collaboration methods that were discussed during the summer professional development program.

Discussion

First, teachers are split into small groups, where they are asked to talk and reflect about collaboration in their classroom—between students, teachers, and parents. Each group is asked to come up with three examples of situations or areas where they believe they collaborated effectively, and one example of a situation where they feel like collaboration wasn't achieved.

Next, each teacher will be paired off with a teacher from another classroom. In partners, each teacher shares the four examples from their classroom. This should start a dialogue about collaboration methods.

Sharing/Conclusion

Returning to a large group, teachers are invited to share anything that struck them during the activity. They are also invited to talk about any issues they feel like they are still struggling with, to get the input and support of the rest of the teachers.

Session III: Conflict Management

Objectives

Teachers will

- critically review their own systems of conflict management/resolution
- learn and discuss a specific mediation style
- brainstorm solutions for any conflict problems in their classroom

Lesson

Introduction

A refresher on conflict management and resolution, and some of the different collaboration methods that were discussed during the summer professional development program. Then, a quick introduction into the basics of *The Promise of Mediation* by Robert Bush—specifically, the difference between a “problem solving approach” and a more holistic “transformative approach,” which emphasizes empowerment and recognition over settlement.

Discussion

Teachers are again split into partners with another teacher who does not teach in their classroom. First, they discuss Robert Bush’s theory of mediation, and how they think it could apply in their classroom.

Then, teachers identify two sources of conflict in their classroom, and discuss their response with the other teacher. Each teacher can serve as “fresh eyes” for their partner, to look at a situation potentially in a new way, and give advice.

Finally, teachers return to classroom groups, and report on the conflicts they discussed as partners, and possible new strategies for the future.

Sharing/Conclusion

Returning to a large group, teachers are invited to share anything that struck them during the activity. They are also invited to talk about any issues they feel like they are still struggling with, to get the input and support of the rest of the teachers.

Section 5: Curriculum and Instructional Model

Elementary School Course Sequence

Below is a sample course sequence of three different subjects in three grades

| Subject | Technology | Math | Humanities |
|-----------|------------------------------|-----------------------|----------------------------------|
| Grade | 2 | 3 | 5 |
| September | History of sanitation system | Algebraic expressions | Reading historical fiction |
| | City planning | Linear Equations | Writing historical fiction |
| | Mechanics of plumbing | Exponents | Reading plays |
| | Waste Processing | Algebraic Fractions | Writing lays "Reading" movies |
| June | Year End Project | Quadratic Equations | Making movies |

Notes

- Courses progress based on the speed students learn the material. Classes are broken into groups that move at an appropriate speed for students.
- Courses can be individualized based on needs. Each student is encouraged to maximize their own potential, and it is the teachers' responsibility to adjust learning plans accordingly. For instance, a student ready to learn algebra in the second grade will be expected to do so, and a student having trouble with algebra in the fourth grade won't be left behind.
- The above course sequence was created under the expectation that the New American Academy will allow students to move through material, on average, one standard deviation quicker than their counterparts in traditional schools.

Curriculum Map for Technology

| | Core Concepts | Example Materials | Example Project | Skills |
|---------------------------|--|--|--|---|
| Kinder- garten | *Computer as a helpful tool *Navigating a computer *Things you can do on the computer | Keypals typing computer program | Write, illustrate, and bind a book that explains things you can do on a computer | Keyboarding, navigating a computer, opening and using programs |
| First Grade | *Computer programming *Understanding the internet *Navigating the internet | Computer programming exercises; Internet: Google, Wikipedia, E-mail | -Write code for a game program in BASIC. -Find information about your favorite animal on the internet. | Programming in BASIC, navigating the internet, using the internet for research |
| Second Grade | *The plumbing system *City planning *Waste management | Field trip to waste management facility, visit from a plumber | With a small group, build a working model of a plumbing filtration system | Scientific method, collaboration, fixing plumbing problems |
| Third Grade | *Electricity *History of Electricity *Electronic devices | Charged Up: the Story of Electricity by Jacqui Bailey and Matthew Lilly; Visit from an electrician | Choose a topic related to electricity, make a thesis, then work with a partner research and write a paper that argues that thesis | Microsoft Word, research methods, basic electronics/circuitry, working with a partner |
| Fourth Grade | *Temperatures *History of temperature regulation *Refrigeration *Air Conditioning *Heating | Trip to a refrigerator factory, visit to the school's boiler and heating plant | Interview a person who works in heating, air conditioning, or refrigeration, then make a PowerPoint presentation to share with the class | Interviewing, Microsoft PowerPoint, presentation skills |
| Fifth Grade | *Motors/engines *Fluids and pressure *Safety devices | Visits from a mechanic, books on automobile | Build a kit car with your class | Construction, welding, fluid dynamics, safety rules in |

| | | | | |
|--|------------------------------|-----------|--|--------------------|
| | (air bags, seat belts, etc.) | mechanics | | construction areas |
|--|------------------------------|-----------|--|--------------------|

Fifth Grade Technology Unit Plan

5th grade Technology Unit: The Motor

Objectives

Students will be able to:

- correctly identify and explain the parts of a motor
- understand the basic mechanics of a motor
- name advantages and disadvantages of various motors
- explain the history of the motor, and recall important people, places, and events that contributed to our modern motor
- name examples of motors used in everyday life
- recognize how the motor has evolved over time
- theorize how the motor will evolve in the future

Guiding Questions and Content Knowledge

1. What is a motor?
 - a. Students will research various kinds of motors, both gas-powered and electric
 - b. Students will look for motors in their everyday life
 - c. Students will learn the history of the modern motor

2. How do motors work?
 - a. Students will learn about the different parts of different kinds of motors, and how those parts work together
 - b. Students will learn about advantages and disadvantages of different kinds of motors, and when they are appropriate to be used
 - c. Students will have the experience of taking apart and building different kinds of motors

3. How will the motor change in the future?
 - a. Students will discuss how current economic and technological trends affect the future of the motor
 - b. Students will predict how motors might evolve in the future

Fifth Grade Technology: Motor Lesson Plan

Connection: Yesterday, we took apart and rebuilt different kinds of motors, and talked about some advantages and disadvantages of each. Each of those motors was invented for a specific reason. Today, we are going to talk about what kinds of new motors we think might be invented in the future, and why.

Objective: Students will collaborate to create “blueprints” for a new kind of car motor that they feel best serves the needs of the current world.

Materials: Chalkboard, chalk, paper, engine blueprints, pencils, markers, crayons

Lesson:

Introduction

The teachers will lead a discussion about various things that modern Americans need their motors to be. The teacher has each student write their idea on the chalkboard.

Discussion

The students will separate into partners to work on ideas for a new kind of motor that will be the “best motor every created.” Each group will pass around blueprints/designs of existing kinds of engines for ideas, as well as refer back to the list of items on the chalkboard. The teacher jumps between groups, encouraging students. At the end of the allotted time, students will present their new engines in front of the group, including a marketing pitch, and take questions.

Discussion/Conclusion

The teacher will lead a discussion about what students’ favorite parts of the new engines were. Students will be encouraged to think critically about the design process—do you think that someone has had these ideas before? If they have, why haven’t they been implemented yet? Do you think they should be?

Note: As in all classes, special needs and ELL students will be participating with the rest of whatever group is most appropriate for them. The trilingual model means that teachers will be dealing with different language levels every day, and each classroom will have at least one special education licensed teacher. These students fit into our existing model—we believe that every student has special needs, and teachers will concentrate on giving each student the best instruction for them.

Assessment for Fifth Grade Technology Motor Unit

As a culminating activity, students will break into partners and work on a project about a certain kind of motor in transportation—from car motors to train motors to airplane motors. Students will be asked to research the history of that motor: who invented that kind of motor, how it was designed, and how the motor has evolved over time. Each group will be responsible for a six page research paper on the object, in the language of their choice, and a PowerPoint presentation given to the rest of the class explaining what they learned.

Rubric

4

1. The student contributed a large amount of work
2. The project includes at least three external sources
3. The external sources are cited correctly
4. The project covers all the parts of the assignment
5. The student used correct grammar, spelling, and punctuation
6. The students gave a well planned and well executed presentation
7. The project demonstrates a clear understanding of the content
8. The student showed an overall willingness to work in a team

3

1. The student contributed a fair amount of work
2. The project includes at least two external sources
3. The external sources are cited almost completely correctly
4. The project covers most of the parts of the assignment
5. The student used mostly correct grammar, spelling, and punctuation
6. The students gave a good presentation, with a few problems
7. The project demonstrates a some understanding of the content
8. The student mostly showed a willingness to work in a team

2

1. The student contributed a poor amount of work
2. The project includes at least one external source
3. The external sources are cited incorrectly
4. The project covers only some of the parts of the assignment
5. The student used some correct grammar, spelling, and punctuation
6. The students gave a presentation with many noticeable problems
7. The project demonstrates a poor understanding of the content
8. The student showed some willingness to work in a team

1

1. The student contributed almost no work
2. The project includes no external sources
3. Any sources are not cited
4. The project covers only some of the parts of the assignment intermittently
5. The student used consistently poor correct grammar, spelling, and punctuation
6. The presentation did not cover the content of the assignment
7. The project demonstrates almost no understanding of the content

8. The student showed no willingness to work in a team

Professional Development for Motor Unit/Lesson Plan

Objectives

Teachers will

- recognize the important for professional voices in the classroom
- discuss the best methods for bringing these voices in the classroom
- share connections of professionals who may be willing to join the classroom

Lesson

Introduction

This session is designed as a discussion about bringing professional voices in the classroom. The philosophy behind this is simple—who better to teach carpentry than a carpenter, and who better to teach art than an artist. Additionally, bringing professional voices into the classroom builds resources for ourselves and our students, and provides even more role models for our students

Discussion

Let's break off into small groups. First, we're going to take some time to talk about previous experiences either bringing professionals into the classroom, or bringing the class to a professional's work environment. This is simply meant as a way of sharing experiences, and perhaps stimulating ideas for your own classroom.

After you have finished talking about your own experiences, please take a moment to look at your upcoming curriculum, and think about what sorts of professionals you may be able to bring into the classroom (or field trips you could make) to support your curriculum. After you've written these ideas down, share them with the group. As your other group members share their curricula and ideas, feel free to give them any tips, advice, or contacts you may have.

Sharing/Conclusion

Does anybody have any comments or questions about this exercise, or the idea of working with professionals? We hope you came up with some good ideas, and possibly found some good contacts for your upcoming units.

Fifth Grade Languages Unit Plan

5th grade Languages Unit: Writing Plays

Objectives

Students will be able to:

- recognize and understand common play writing formats
- create a story with a beginning, middle, and end that can be presented on stage
- create memorable and unique characters and situations for their play
- collaborate with a group classmates to conceive, write, and stage a set of ten minute multilingual plays for a performance evening attended by their classmates and family.

Guiding Questions and Content Knowledge

1. How do you write a play?
 - Students will learn common conventions of playwriting
 - Students will take the lessons they have learned about storytelling and apply them to a play format
 - Students will discuss what sorts of stories work best as plays, as compared to short stories, novels, movies, etc.
2. What will our play be about?
 - Students will separate into groups of five and begin brainstorming plot and character for a ten minute multilingual play
 - Students will use playwriting software to collaborate on a script that incorporates the lessons learned about the conventions of screenwriting
3. How does a play go from the page to the stage?
 - Students will receive the ten page script of *another* group, and discuss the best way to bring the material to the stage
 - Students will cast the parts among their group, and make decisions about staging, costumes, props, and more
 - Students will memorize lines and rehearse until the play is ready to be presented
4. What makes plays different from other kinds of storytelling?
 - Students will discuss what they found interesting or exciting about adapting plays and watching their plays be adapted

Fifth Grade Languages Lesson Plan: From Page to Stage

Connection: Yesterday, each of your groups turned in your scripts for a ten minute play. Today, we are going to take the first step towards bringing these plays to life.

Objective: Student groups will start planning casting, costumes, and props for their play. They will also begin to think about how plays can change from the conception of the creator.

Materials: Plays, prop trunk and costume trunk (from Goodwill or from donations), papers, pencils

Lesson:

Introduction

The teacher will begin by announcing that the plays turned in the day before haven't been graded. Instead, the plays will be passed back out to the class—but to different groups than the groups that wrote them, to show how most plays are conceived and put on.

Discussion

The class will split into groups of five, and each member will a copy of a new script to read over and comment on. Each group will begin visualizing how they imagine the play to work on the stage—who will play which characters, what the characters will wear/act like, etc. The class will be reminded that all they have to go on is what's written on the page: anything that is not explicitly written down is up to whichever group is producing the play.

After talking about how each person sees the characters and sees the play, the teacher will bring out a costume trunk and a prop trunk for the groups to take turns sifting through. The groups are told to try to stick with whatever is in the trunks, but they may bring a costume or prop from home if they feel like it is absolutely necessary.

Sharing/Conclusion

Students are told that this sharing time will be a little bit different, in that nobody should talk about specific details of their project, so it will be a surprise to the group that wrote the play. Instead, the class as a whole will discuss generally what was hard or surprising about beginning to adapt the script for performance.

Section 6: Leadership & Accountability

Teacher Teams

- Teacher collaboration and teacher teams are one of the most important, if not the most important, aspects of our model.
- Every activity, every lesson, and every minute every day will be planned and/or executed with this collaboration in mind.
- Each classroom team consists of four teachers—master teacher, partner teacher, associate teacher, and apprentice teacher. Promotion is due to merit alone, and while the master teacher and, to an extent, the partner teacher, are leaders in the classroom, each teacher’s voice is heard during the one and one half hour teacher meeting every morning, and throughout the day.
- Additionally, the master teachers will meet with each other and the headmaster regularly to address class, teacher, and school progress, and look towards the future.
- The Inquiry Team model will be integrated into the New American Academy’s general teacher model, and all teachers will be on the watch for ways to improve students’ experience.

Systems of Accountability

- The New American Academy values accountability just as highly as it does collaboration. Each person's accountability to every other member of the school is incredibly important.
- One of the main ways that this can be seen is in the 360 degree assessment model. Twice a year, teachers are assessed by students, students are assessed by teachers, students are assessed by other students and teachers are assessed by other teachers. These assessments will be appropriate to the student's grade level. For example, students in kindergarten might be asked to answer questions like "Does [teacher's name] encourage me to work hard?" or "Does [teacher's name] care about me?" on a scale from a frowny face to a happy face.
- In addition to these evaluations by students and other teachers, teachers are also more formally reviewed by two master teachers and the headmaster.
- With regards to evaluation of students and student accountability, students are expected to perform not only as model students, but also as model citizens of this republic.
- An emphasis on friendship and leadership begins as early as kindergarten, and students are held accountable for all their actions, not only their academic ones.
- In particular, leadership ability is cultivated through emphasis on self-awareness, voice, confidence (including self-efficacy, resilience, and courage), and problem solving (both internal and external problems).
- Teachers will also be on the lookout to demonstrate and encourage humility, kindness, thoughtfulness and integrity.

Data Analysis

Data from students will be analyzed in a variety of ways in order to determine the best classroom decisions. It should be emphasized that the New American Academy has a focus on individualized learning. Each student is more than just a set of numbers on a page. That being said, taking information as a whole can give a clearer picture as to what to expect in the classroom. Here are a few examples of how the data given in the sample set might be analyzed:

Gender:

| Male | Female |
|-------------|---------------|
| 14 | 16 |

Language spoken at home:

| English | Spanish | Chinese | Russian | Bengali | Korean |
|----------------|----------------|----------------|----------------|----------------|---------------|
| 17 | 8 | 2 | 1 | 1 | 1 |

| ELL | SETSS | SC or CTT | Title 1 Eligible |
|------------|--------------|------------------|-------------------------|
| 4 | 10 | 3 | 18 |

| | 4 | 3 | 2 | 1 |
|------------|----------|----------|----------|----------|
| ELA Score | 2 | 5 | 13 | 10 |
| Math Score | 1 | 3 | 11 | 15 |

Mean Absences Previous Year: 12.7

Median Absences Previous Year: 11

[Range: 0 to 53]

Goals Based on Data

After looking at the data, it seems fair to generalize the student population as diverse, low-income, with a high percentage of students with special needs. The year before, many students struggled with absences, and most students are not currently reading or doing math at grade level expectations.

From this information, and again with the caveat that individualized education will best serve these students (and all students), we would make the following three goals:

- Work closely with students to catch up, and, if possible, surpass state regulations in math and science.
- Collaborate with the parents of children with absence issues to ensure that students are in school as much as possible
- Given the number of SETSS students in the classroom, teachers should keep careful watch on what teaching styles work best for each individual student, and by the end of the year have a clear understanding of how to reach them

Professional Development Session Lesson Plan: Analyzing Data

Objectives

Teachers will

- use data to better understand their students
- discuss ways to use this new information for the students' advantage
- debate positives and negatives of using different kinds of data data to plan teaching style

Lesson

Introduction

As we prepare to welcome a group of new students into our school, we would do well to use every resource available to us. For this session, we are going to take a look at data from these students' registration forms and past school records.

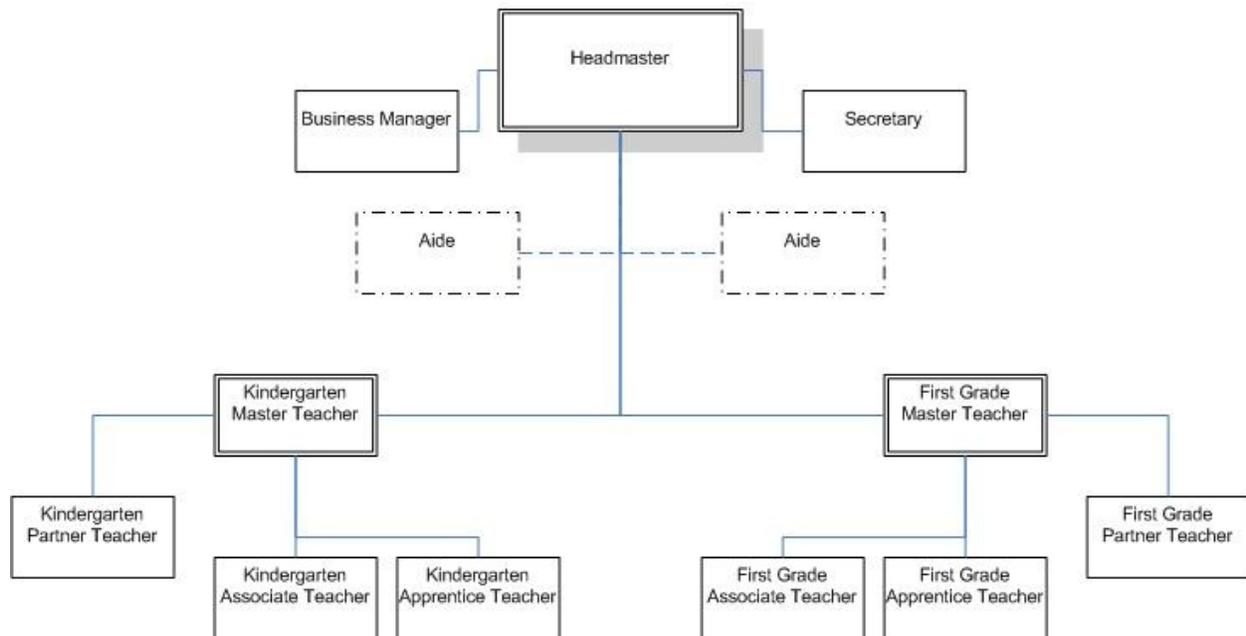
Discussion

Headmaster or master teacher will lead a discussion about the data distributed to the teachers. First, the group will simply list different things that can be gleaned from the data. Then, the teachers will be challenged to think of ways this information could change their strategy in the classroom. Teachers will be encouraged to share their own past teaching experiences in order to give everyone a fair idea of what to expect.

Finally, teachers should talk about the limits of using a data sheet like this one to dictate classroom strategies. There are many different kinds of data about students available to a teacher, and data about students that can be recorded, ranging from simple demographic data to teacher and student evaluations. Teachers will discuss different kinds of data, and how much importance they should be given.

Governance System

The New American Academy



- The main unit of governance is the classroom groups. Most governance issues can be settled in the daily teacher meeting. If there is an issue that cannot be resolved there, teacher teams may meet with the headmaster.
- While the headmaster makes most school wide decisions, he/she will consult often with the master teachers, and with the rest of the teachers, to make sure he/she acts in the best interest of the school and the students
- At least one special education license per team, all others common branches
- Headmaster requires a SAS license

Staffing Plan

| 1st Year - Proposed Staffing Plan Elementary Schools K-2 Model - 120 Students | | | | |
|---|----------------------|----------------|-----------|---------------------------|
| Position | Projected Annual Pay | # of Positions | Cost | Comments |
| Master Teacher | \$120,000 | 2 | \$240,000 | 1 for every section of 60 |
| Partner Teacher | \$80,000 | 2 | \$160,000 | 1 for every section of 60 |
| Associate Teacher | \$60,000 | 2 | \$120,000 | 1 for every section of 60 |
| Apprentice Teacher | \$50,000 | 2 | \$100,000 | 1 for every section of 60 |
| Principal | \$140,000 | 1 | \$140,000 | |
| Business Manager | \$75,000 | 1 | \$75,000 | |
| Secretary | \$40,000 | 1 | \$40,000 | |
| School Aides | \$20,000 | 2 | \$40,000 | |
| Total | | 13 | \$915,000 | |

Notes

- The sliding pay scale for teachers is imperative for our hope to provide teachers with an incentive to teach well, and keep the best teachers in the classroom.
- The classroom structure is central to our goals of emphasizing collaboration and accountability.
- School aides will provide help and extra supervision when needed

Resource Priorities

In an effort to judge the cost efficacy of the New American Academy, we selected eleven NYC public schools at random with a large percentage of students who receive free and reduced meals, and we studied their finances. We have attached three charts which detail our findings. Chart I details which schools were chosen. Chart II delineates each school's personnel budget, and then calculates the percent of the total budget which is used towards personnel. Chart III represents a reimagining of the school under the New American Academy model. The personnel percentage of the total budget is again recalculated.

As the charts demonstrate, the current model for these schools leaves personnel salaries at about 82% of their budget. Under the New American Academy model, this percentage would be lowered to about 60%.

Obviously, a 15% cut in budget would have a much stronger effect on a school where salaries represent 82% of the budget. Redundancies are inevitable—in order to preserve personnel, OTPS expenditures would be relegated to an unmanageable 3% of the original budget. Compare to the New American Academy model, which would preserve personnel salaries and still leave 25% of the original budget for OTPS expenditures. Some programs and resources would have to be reduced or eliminated, but the fundamental teaching model, which represents everything the New American Academy stands for, would not have to be changed.

Chart I

| | | FARM | # of students | Budget |
|--------|-----|------|---------------|-----------|
| 13K067 | K-6 | 97.1 | 243 | 2,853,000 |
| 12X198 | K-6 | 96.5 | 424 | 7,389,000 |
| 14K319 | K-6 | 94.3 | 169 | 1,987,000 |
| 08X335 | K-6 | 93.2 | 189 | 2,041,000 |
| 10X396 | K-6 | 92.7 | 252 | 4,701,000 |
| 13K287 | K-6 | 92.7 | 173 | 2,743,000 |
| 14K147 | K-6 | 89.4 | 257 | 3,609,000 |
| 03M208 | K-6 | 88.3 | 215 | 2,673,000 |
| 09X002 | K-6 | 87.7 | 307 | 4,525,000 |
| 01M137 | K-6 | 86.7 | 226 | 3,885,000 |
| 27Q306 | K-6 | 85.1 | 147 | 1,415,000 |

Chart II

| | Leadership | PC | Secretary | Teachers | PT, OT, &C | SBST | Gdnc Cnlr | Paras | coach | School aides | Personnel costs | total budget | % personnel |
|----------------|-----------------|--------------|----------------|----------------|-----------------|----------------|----------------|---------------|----------------|-----------------|--------------------|-------------------|------------------|
| K67 | 237,000 | 36,000 | 38,000 | 1,617,000 | | 147,000 | 94,000 | 106,000 | 185,000 | 132,000 | 2,592,000 | 2,853,000 | 0.9085174 |
| 12X198 | 466,000 | 103,000 | 90,000 | 3,042,000 | 110,000 | 190,000 | 368,000 | 969,000 | 221,000 | 274,000 | 5,833,000 | 7,389,000 | 0.7894167 |
| 14K319 | 123,000 | 56,000 | 48,000 | 1,255,000 | | 33,000 | 18,000 | 26,000 | 32,000 | 46,000 | 1,637,000 | 1,987,000 | 0.8238551 |
| 08X335 | 222,000 | 41,000 | | 1,125,000 | | | 37,000 | 98,000 | 89,000 | 55,000 | 1,667,000 | 2,041,000 | 0.8167565 |
| 10X396 | 123,000 | 36,000 | 113,000 | 2,799,000 | 156,000 | | 56,000 | 355,000 | 90,000 | 164,000 | 3,892,000 | 4,701,000 | 0.827909 |
| 13K287 | 236,000 | 30,000 | | 1,487,000 | | 71,000 | 55,000 | 163,000 | | 49,000 | 2,091,000 | 2,743,000 | 0.762304 |
| 14K147 | 191,000 | 82,000 | 63,000 | 1,791,000 | | 108,000 | 78,000 | 108,000 | 104,000 | 159,000 | 2,684,000 | 3,609,000 | 0.7436963 |
| 03M208 | 244,000 | 24,000 | 43,000 | 1,559,000 | | 83,000 | 95,000 | 100,000 | 101,000 | 54,000 | 2,303,000 | 2,673,000 | 0.8615788 |
| 09X002 | 121,000 | 37,000 | 104,000 | 2,664,000 | 114,000 | 135,000 | 161,000 | 369,000 | 197,000 | 91,000 | 3,993,000 | 4,525,000 | 0.8824309 |
| 01M137 | 242,000 | 36,000 | 41,000 | 1,826,000 | 188,000 | 122,000 | | 570,000 | | 113,000 | 3,138,000 | 3,885,000 | 0.807722 |
| 27Q306 | 121,000 | | 33,000 | 750,000 | | | 49,000 | 110,000 | | 37,000 | 1,100,000 | 1,415,000 | 0.7773852 |
| Average | 211454.5 | 43727 | 52090.9 | 1810455 | 51636.36 | 80818.2 | 91909.1 | 270364 | 92636.4 | 106727.3 | 2811818.18 | 3438272.73 | 0.8183247 |

Chart III

| | Leadership | PC | Secretary | Teachers | PT, OT, &C | SBST | Gdnc Cnlr | Paras | Bus Mgr | School aides | Personnel costs | total budget | % personnel |
|----------------|---------------|--------------|--------------|----------------|-----------------|----------------|--------------|---------------|--------------|-----------------|--------------------|-------------------|------------------|
| K67 | 140,000 | 40,000 | 40,000 | 1,256,000 | | 147,000 | | 106,000 | 75,000 | 40,000 | 1,844,000 | 2,853,000 | 0.6463372 |
| 12X198 | 140,000 | 40,000 | 40,000 | 2,198,000 | 110,000 | 190,000 | | 969,000 | 75,000 | 80,000 | 3,842,000 | 7,389,000 | 0.5199621 |
| 14K319 | 140,000 | 40,000 | 40,000 | 942,000 | | 33,000 | | 26,000 | 75,000 | 40,000 | 1,336,000 | 1,987,000 | 0.6723704 |
| 08X335 | 140,000 | 40,000 | 40,000 | 942,000 | | | | 98,000 | 75,000 | 40,000 | 1,375,000 | 2,041,000 | 0.6736894 |
| 10X396 | 140,000 | 40,000 | 40,000 | 1,256,000 | 156,000 | | | 355,000 | 75,000 | 60,000 | 2,122,000 | 4,701,000 | 0.4513933 |
| 13K287 | 140,000 | 40,000 | 40,000 | 942,000 | | 71,000 | | 163,000 | 75,000 | 40,000 | 1,511,000 | 2,743,000 | 0.5508567 |
| 14K147 | 140,000 | 40,000 | 40,000 | 1,256,000 | | 108,000 | | 108,000 | 75,000 | 60,000 | 1,827,000 | 3,609,000 | 0.5062344 |
| 03M208 | 140,000 | 40,000 | 40,000 | 1,256,000 | | 83,000 | | 100,000 | 75,000 | 60,000 | 1,794,000 | 2,673,000 | 0.671156 |
| 09X002 | 140,000 | 40,000 | 40,000 | 1,570,000 | 114,000 | 135,000 | | 369,000 | 75,000 | 60,000 | 2,543,000 | 4,525,000 | 0.561989 |
| 01M137 | 140,000 | 40,000 | 40,000 | 1,256,000 | 188,000 | 122,000 | | 570,000 | 75,000 | 40,000 | 2,471,000 | 3,885,000 | 0.636036 |
| 27Q306 | 140,000 | 40,000 | 40,000 | 628,000 | | | | 110,000 | 75,000 | 40,000 | 1,073,000 | 1,415,000 | 0.7583039 |
| Average | 140000 | 40000 | 40000 | 1227455 | 51636.36 | 80818.2 | 0 | 270364 | 75000 | 50909.09 | 1976181.82 | 3438272.73 | 0.6043935 |

Planning Team Resumes And Letter of Support

Shimon Waronker
1241 Eastern Parkway; Brooklyn, NY 11213
T 347 886 5011; swaronk@schools.nyc.gov

Candidate Statement: I believe that educators should empower learners and inspire leaders to create a better world.

Education:

Harvard University, Cambridge, MA — M.Ed., 2009 (in passing), Ed.D, 2014 (projected)
Touro College, New York, NY — M.S., 2003
Rabbinical College of America, Morristown, NJ — B.R.S., 1997
Military Intelligence Officer's Basic Course, Ft. Huachuca, AZ — 1991
University of Maryland, College Park, MD — B.A., 1990

Educational Distinctions:

Harvard University, Cambridge, MA — Presidential Fellow, 2009
Teachers College, Columbia University, New York, NY — Cahn Fellow, 2008
Airborne School, Ft. Benning, GA — Paratrooper Wings, 1994

Experience:

Principal, Jordan L. Mott, M.S. 22; Bronx, NY — 2004-2008
MS 22 had 770 students and under my leadership was removed from two infamous lists: the list of the 12 most violent in NYC as well as one of the bottom 34 schools in NY State in the list of Schools Under Registration and Review (SURR). Major crime was reduced by 100% and all other by 90% and both ELA and Math scores rose to 114 NY State benchmark points, while attendance improved to 93.4%
Aspiring Principal, Brooklyn School for Collaborative Studies, Brooklyn, NY — 2003-2004
Learned the art of Collaboration in a school that had 340 students under Alyce Barr, Principal.
Teacher, Crown School, P.S. 161, Brooklyn, NY — 2000-2003
Taught Spanish and Journalism to 180 middle schoolers in a part of the K-8 school that was called the Crown School for Law and Journalism.
Aide-de-Camp/Training Officer (USAR), 352d Civil Affairs Command, Riverdale, MD — 1992-1994
Served first as a training officer and then as an aide to Brigadier General Robert H. Beahm for a command whose mission is to govern in areas under U.S. military control.
Executive Officer, HHQ Company, Ft. Meade, MD — 1990-1991
Served as an executive officer of a large (200 men) company that protected Ft. Meade, MD

Honors:

Ministry of Education, Paris, France — Chevalier dans l'Ordre Palmes Academiques (Knight of the order of Academic Palms), 2009
Humanitarian Lamplighter Award, 2008
National Urban Alliance Educational Leadership Award, 2008
Brooklyn Borough President's Citation of Leadership, 2008
Bronx Borough Judges Commendable Mention Award, 2008
NY State Assemblyman Camara's Citation of Leadership, 2008

Languages:

Spanish and English

CURRICULUM VITÆ
DR. LEO EDWARD CASEY

Home Address: 2320 Foster Avenue
Brooklyn, New York 11210-1124
Home Telephone: 718-434-0015
Cell Telephone: 917-816-3155

Date of Birth: 7 September 1953
Place of Birth: Brooklyn, N.Y.
Citizenship: USA
E-Mail Addresses: LeoECasey@OPTONLINE.NET
LCasey@UFT.ORG

Post-Secondary Education:

- Institution:* University of Toronto, Canada.
Dates Attended: September 1975 to June 1982.
Department: Political Science, School of Graduate Studies.
Major Area: Political Philosophy; *Minor Areas:* American Political Science and Political Economy; Comparative Politics of Developing Areas.
Degrees Awarded: M.A., 1976; Grade Average: A; Ph.D., 1989.
Ph. D. Dissertation: **Confronting The State of 'Iron Cages': The Problem of State Authoritarianism in Modern Democratic and Socialist Political Theory.**
- Institution:* University of Dar Es Salaam, Tanzania.
Dates Attended: September 1974 to June 1975.
Status: One Year International Exchange Program.
- Institution:* Antioch University, Yellow Springs, Ohio.
Dates Attended: June 1971 to June 1975.
Major: Political Science.
Degree Awarded: B.A., 1975.

Professional Experience:

- Vice President, Academic High Schools, United Federation of Teachers, New York City. 2007-present. (Teaches one class at Bard High School Early College.)
- Special Representative for High Schools, United Federation of Teachers, New York City. 1998-2007. (Work on education reform and educational standards issues; led team which designed the UFT Secondary Charter School; international civics work with teacher unions in Russia and Tanzania and teachers in China.)
- Teacher, Social Studies, Clara Barton High School, New York City Board of Education. 1984-1998. (Wrote curriculum for and taught the following courses: Advanced Placement American Government and Politics [Introductory College Course]; Honors Program American History and Government; African-American Studies; Global [African and Latin American] Studies; Ethical Issues in Medicine.)
- Adjunct Lecturer, College Now program of Kingsborough Community College, City University of New York. 1985-1992. (Introductory Social Sciences course: preparation of curriculum, bi-weekly lectures and discussions; marking of research papers and exams.)
- Teaching Assistant, Department of Political Science, University of Toronto, 1980-82. (Joint graduate/undergraduate course in Political

Theory and Introductory Political Science course: preparation of weekly one hour seminar presentation on course material; organization of weekly one-half hour discussion period; occasional lectures; marking of term papers and exams.

6. Lecturer, School of Continuing Studies, University of Toronto, 1978-79. (Course in the field of Political Theory and Contemporary Political Issues: development of curriculum; preparation of weekly one hour lectures covering course material; direction of one-half hour weekly discussion period.)

Area of Teaching and Research Competency and Interest:

Political Philosophy; American Politics and Political Economy; The Politics of Education; Comparative Politics of Developing Areas, with concentration of African and Latin American Politics; Political Science Survey; Social Science Survey; Political Sociology; Socialist and Radical Democratic Theory; Feminist Theory; African-American Politics; Ethics and Politics.

Professional and Academic Awards and Fellowships:

1. Fellow, Teacher Policy Institute, New York City, 1995-96 and National Teacher Policy Institute, 1996-present.
2. New York State Teacher Reviewer, National Standards for Civics and Government Project, Center for Civic Education, 1993.
3. Secondary School Teacher of the Year, Long Island University Award, 1992-93.
4. Outstanding Social Studies Teacher of the Year, American Teacher Awards, 1992-93.
5. University of Toronto Doctoral Fellowship, 1977-78, 1978-79, 1979-80.
6. University of Toronto Connaught Fellowship, 1976-77.
7. University of Toronto Masters Fellowship, 1975-76.

Recent Publication Record:

1. "No Redemption Song" in *Dissent*. Spring 2009. [Volume 56, No. 2]
2. "The Quest for Professional Voice" in *American Educator*. Summer 2007.
3. "The Educational Value of Democratic Voice" in **Collective Bargaining in Education: Negotiating Change in Today's Schools**. Jane Hannaway and Andrew Rotherham, editors. Cambridge, MA: Harvard Education Press, 2006.
4. "How To Make Teacher Caring Effective" in *New York Teacher*, November 17, 2005.
5. "Still Separate, Still Unequal: The Continuing Struggle for Racial Justice in American Education" in *Dissent*, Winter 2004 [Volume 51, No. 1]
6. "Education and American Federalism" in *Twenty-First Century Schools Project Bulletin*, January 2004. [Volume 4, No.1]

7. "Questioning Halabja: Genocide and the Expedient Political Lie" in *Dissent*, Summer 2003 [Volume 50, No. 3].
8. "Teaching the Lessons of 9/11" in *Dissent*, Winter 2003 [Volume 50, No. 1].
9. "Rejoinder to Michael Walzer's 'Terror and the Response'" in *Dissent*, Winter 2002 [Volume 49, No. 1].
10. "The Charter School Conundrum" in *Rethinking Schools*, Spring 2000.

Review Articles:

1. Review of Danielle Allen, *Talking To Strangers: Anxieties of Citizenship since Brown v. Board of Education* in *Dissent*, Fall 2006 [Volume 52, No. 4.]
2. Review of Bob Moses, *Radical Equations: Math Literacy and Civil Rights* in *Dissent*, Fall 2001 [Volume 47, No. 4.]
3. Review of Jervis Anderson, *Bayard Rustin: Troubles I've Seen* in *New Labor Forum*, Fall 1997. [Number 1]

Papers and Lectures:

1. "Leviathan as 'Publique Sword': The Use of Metaphors of War in Political Discourse" at 1990 American Political Science Association Annual Meeting and Political Science Department, University of California at Berkeley, March 1991.
2. "Radical Democratic Politics and the Quest for Moral Meaning in Modernity" at 1991 New York State Political Science Association.

Offices:

1. Director, John Dewey Educational Foundation, 2006-present.
2. Member, Board of Directors, New York Labor History Association, 1999-2007.
3. Member, Executive Board, United Federation of Teachers, 1993-1995 and 2007-present, and Chapter Chairperson, Clara Barton High School, United Federation of Teachers, AFT, AFL-CIO, 1988-1998.
4. Member, Board of Directors, Teachers' Centers Consortium, 1993-1998.
5. Elected executive member, Ontario Federation of Students; Chair, OFS Committee on Employment, OFS Committee on Provincial Government Policy, 1978-79.
6. Vice-President, Graduate Students' Union, University of Toronto, 1977-78.
7. Elected Student Representative, Antioch College Council, 1972-73.

Non-Academic/Non-Educational Employment Record:

1. Executive Assistant, Academic High Schools, United Federation of Teachers (Responsible for assisting and trouble shooting for the UFT President and Vice-President for Academic High Schools); 1990-98.
2. Field Director, Democratic Socialists of America, New York, New York; June 1982 through December 1983. (Responsible for initiation and development of locals, for coordination of national political work with local

activity and for development of political program of DSA in consultation with elected volunteer leadership.)

3. Editor-in-Chief, *Antioch Record*, Yellow Springs, Ohio; 1973-74. (General responsibility for weekly college community newspaper; oversight of full time production staff of two.)

4. Organizer, United Farmworkers Union, AFL-CIO, Los Angeles, California; 1972-73. (Responsibilities included office work and precinct organizing in an election campaign to fight anti-union ballot measure.)

5. Organizer, Harrisburg 8 Defense Committee, New York, New York and Harrisburg, Pennsylvania; 1971-72. (Responsible for field work in national defense committee for Catholic anti-war activists charged under conspiracy laws.)

Professional Association Memberships:

American Political Science Association, National Council for Social Studies, New York Labor History Association, University and College Labor Education Association.

Mr. Varleton McDonald

90 East 38th Street
Paterson, New Jersey 07514
973-278-5885

Educational Philosophy

School improvement must be driven from the bottom up – the entire school community, students, teachers, parents and community members, as equal partners, must be able to engage, to collaborate, to plan and be held responsible for their efforts. Students must feel respected by their teachers, teachers must have a voice at the table, parents must be engaged and the outside community must be part of the school community. In spite of all the obstacles we must buy into a “no excuses” philosophy, our goal: to develop a rigorous and nurturing preK – 12 educational experiences that would support graduating our high school students in four years.

Employment

NEW YORK CITY DEPARTMENT OF EDUCATION

Senior Education Analyst, July 2006 – Present

Serve as Empowerment Schools Network Leader for a cohort of 25 citywide schools ranging from pre K to 12 grades. Primary task is to provide administrative support in closing the achievement gap in student performance. Assist principals in identification of target groups to focus instructional intervention strategies. Employ a team which consists of achievement managers to school analyze data and determine by projection school progress.

Local Instructional Superintendent, July 2005 – July 2006

Served as Local Instructional Superintendent for a network of high schools in Region 5 who is responsible for the development of a collaborative model for training and support of principals. Worked with New Visions for Public Schools to establish a Campus Council as a forum for driving the instructional programs and school safety procedures on the Jefferson Campus. Our network and Campus Council are accountable for schools reaching and exceeding the New York State standards. Also serve as a facilitator for school teams at New Visions for Public Schools retreats.

Principal, September 2004 – June 2005

Instructional leader for Thomas Jefferson High School a SURR (School Under Registration Review) high school under redesign (phase-out). Created safety “best practices” for school identified as IMPACT. Responsible for creating academic interventions to address poor student performance and attendance. Provided intense professional development for administrators and pedagogues to bolster and raise school-wide academic rigor to meet New York State standards. Supervised and accountable for a staff of (11) assistant principals, (100) teachers and support staff. Influential in the development of 4 small learning communities housed within Thomas Jefferson High School Campus while forming procedures for phase out of host school. Collaborated with regional staff to facilitate supportive alternative placement for students not meeting New York State standards who were over age or under credited.

Principal, March 2004 – June 2004

Implemented region and school-wide instructional goals and objectives: worked with School Leadership Team (SLT) to execute school programs, policy and procedures for teaching and learning. Along with school administration, I built a shared concept for the direction of Thomas Jefferson High School as a campus environment. Developed an intensive professional development plan, inclusive of teachers and administrators to build capacity and raise the instructional bar. Created ongoing evaluation of each department and administrator. Proactively sought external community resources to assist in the needs and success of all students.

Assistant Principal/Security, September 2002 – March 2004

Created and implemented school, region and city-wide discipline policies. Wrote proposals for programs designed to service at-risk students. Monitored progress of at-risk youth, assisted families with intervention strategies when needed. Collaborated with and supervised guidance counselors in identifying at-risk students and created appropriate student programs and services that supported strengths and minimized student’s deficiencies. Supervised the Alternative Education Center and created alternative assessments to promote all students success at Wadleigh Secondary.

Assistant Principal/Physical Education, September 2002 – March 2004

Supervised instructional personnel for physical education department. Supervised physical education teachers, observed instruction and facilitated professional development within the department at Wadleigh Secondary.

Athletic Director, February 2003 – March 2004

Supervised coaches and school athletes. Coordinated athletic activities scheduled for the year. Liaison with college recruiters and athletes. Monitored eligibility of athletes and administered PSAL compliance regulations for Wadleigh Secondary.

Assistant Principal – Summer School, June 2002 August 2002

Facilitated Chancellor's District summer school curriculum, coordinated and administered exams and observed teacher instruction at Wadleigh Secondary.

Assistant Principal/Security-Social Studies PM School, September 2001 – June 2002

Administered district discipline policy for PM School and supervised instruction of the Social Studies Department at Theodore Roosevelt High School.

Assistant Principal of Security, February 2001 – April 2001

Supervised deans in Theodore Roosevelt High School – enforced district and school disciplinary policies.

Director of Vocational Counseling, February 2000 – 2001

Coordinated Co-op and School-to-Career Programs for Park East High School students.

Athletic Director, 2000 – 2001

Coordinated and scheduled Inter-scholastic school oriented athletic and educational activities.

House Coordinator, February 2000 – February 2001

Integrated academic and educational resources submitted by community based organizations into educational plans to assist in daily instruction with a goal to increase graduation and enhance successful post-secondary opportunities for at-risk students.

Teacher, September 1986 – 2001

Instructed History and Global Studies curriculum on the regent level.

Dean, September 1986 – 2001

Organized and facilitated group counseling sessions with at-risk students. Conducted family counseling sessions as an intervention strategy to alleviate behavioral and/or substance abuse problems. Lectured and provided experiential activities for students at risk for dropping out of school.

Facilitator, September 1989 – 2001

Coordinated and instructed Peer Mediation curriculum. Served on the New York City Advisory Board for developing whole learning strategies in **Negotiations and Mediation**.

Teacher, September 1986 – September 1987

Career Education for students with attendance problems as a component of the Attendance Improvement Dropout Program (AIDP)

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

Group Leader, June 1992 – January 1994

Facilitated developmental groups with at-risk adult male population from work release programs. Intervention strategies included information and skill-building in refusal techniques for substance abuse, STD prevention and AIDS awareness. Also referred clients to community based organizations, clinics and other agencies as necessary.

FEATHERBED LANE YOUTH CENTER, INC.

Coordinator of Services, March 1987 – June 1993

Directed, supervised and coordinated a comprehensive prevention services program for families experiencing high stress levels, intra family violence, and drug related problems or life crisis situation (e.g. HIV/AIDS, unemployment). Referred such families or individuals to appropriate agencies, social workers or therapists.

Education

THE COLLEGE OF NEW ROCHELLE

M.S. Guidance and Counseling 2001

CITY UNIVERSITY OF NEW YORK

M.Ed., Administration and Supervision

3.0 G.P.A. *Internship at Board of Education, Supervisory position*

CORNELL UNIVERSITY/SCHOOL OF ENGINEERING
Synthesis Program, Director 4 MAC
Completed Course in special computer application

NEW YORK INSTITUTE OF TECHNOLOGY
Bachelor's Degree, Communication 1979

NATIONAL COUNCIL ON ALCOHOLISM/WESTCHESTER TPAC
Completed 250 hours towards CAC Certification, 1994

NATIONAL COUNCIL ON ALCOHOLISM/ROCKLAND PPAS
Completed 200 hours toward CAC Certification, 1994

STUYVESANT SQUARE REHAB/BETH ISRAEL HOSPITAL, *INTERNSHIP*, 1994
Clinical Counseling

Certifications

New York State Education Department/School District Administrator
New York State Education Department/School Administrator/Supervisor
New York State Education Department/School Counselor – Provisional
The State Education Department Teacher Certification/Social Studies 7-12
New York City Public School License/Assistant Principal Administration
New York City Public School License/Day High Schools – Social Studies
Office of the Superintendent of Manhattan High Schools/Facilitator
Peer Mediation and Negotiations
New York State Education Department/First Aid
Red Cross/CPR-AED – FIRST AID
New York City P.S.A.L. Coaches Certification
Hospital for Joint Diseases/Athletic Injury

Coaching Clinics

Youth Sports Services, 1996
William Patterson College – Reebok 1996
Chuck All Stars Nike Challenge 1995
Blue Chip Shootout – Rutgers University 1996
Blue Chip Shootout – Rutgers University 1995
East Coast Invitational – Converse 1995
St. John's University Coaching Academy – Lou Carnesecca – 1995

Skills

Desktop Publishing
Computer Applications in MAC and IBM format
Motivational Speaking
Data Analysis
Knowledge of Treatment Planning
Vocational Training and Education

Affiliations

New Visions for Public Schools, Facilitator
Manhattan High School, Conflict Resolution Conference
Manhattan High School, Multicultural Education Committee
Make the Grade Foundation, Director
Al Murph George Foundation, Director
Member – Black Coaches Association
Member – National Girls and Women Sports Committee

Krista J. Dunbar

543 47th Street
Brooklyn, NY 11220

dunbar@tc.edu
917.969.4166

EXPERIENCE

Cahn Fellows Program at Teachers College, Columbia University

New York, NY

Executive Director

September 2006 - present

- Lead committees of education thought leaders, faculty and staff to recruit and select 20 - 25 distinguished NYC public school principals, develop program curriculum, run a two-week Summer Leadership Institute, two full-day professional development sessions, the Annual Leadership Conference, five half-day study sessions and five alumni events every year
- Responsible for program fundraising, marketing, budget, curriculum, evaluation and strategy
- Supervise three staff, six professorial employees and various consultants

Whitman Insight Strategies

New York, NY

Marketing Research Analyst

September 2005 - May 2006

- Wrote proposals to frame client's needs and developed moderators' guides and questionnaires for qualitative focus group and quantitative telephone survey studies
- Developed tab plans to analyze data to make actionable recommendations for brand and ad awareness, messaging, product positioning and differentiation, and political strategy for clients such as AIG, Motorola, and political and the Republican Party of the Ukraine

Friends of Van Cortlandt Park

Bronx, NY

Marketing Consultant

September 2005 - June 2006

- Developed marketing strategy with team to increase participation in Park programs
- Conducted in-depth interviews with Park users to refine strategy and brand positioning
- Wrote copy for brochure targeted at students and teachers

Parental Notifications Organization

East Brunswick, NJ

Consultant

June 2005

- Researched and wrote the business plan, including financial projections, marketing strategy and product implementation, to be used to forge strategic partnerships for start-up nonprofit organization

Frederick Douglass Academy

Harlem, NY

Teacher

July 2000 - July 2004

- Taught English to students in Grades 10 - 12
- Designed Advanced Placement program and recruited over 20 students, 60% of whom earned college credit
- Coordinated monthly professional speaker series, with guests including Eliot Spitzer and Arthur Golden
- Collaborated with colleagues to establish a for-credit humanities program funded by the Gilder Lerhman Society
- Revised the ELA curriculum to surpass NCLB standards as the elected chair of the School Leadership Team committee

East Brunswick High School

East Brunswick, NJ

Teacher

September 1998 - July 2000

- Developed curriculum for new teachers including specific lesson plans and objectives for academic units, English grades 10 and 12
-

RELATED EXPERIENCE

Archdiocese of New York

New York, NY

Committee Member

January - July 2009

- Made recommendations for the superintendent's strategic plan as a member of the leadership subcommittee comprised of leaders from Archdiocese, charter and public schools
- Addressed recruitment, selection, training, evaluation, and compensation of its school teachers and principals

National Panasonic School Change Award

Evaluator

New York, NY
March - April 2008 and 2009

- Read and evaluated applications with colleagues in education and leaders from other sectors to select the top six candidates for national award

Seminar on Occupational Education

Presenter

Peru, IL
November 2008

- Presented to an international audience on what successful principals are doing to prepare students for the 21st Century
- Shared authentic learning, mentoring and internship models
- Made recommendations to the committee that compiled the *How to Address America's Education Challenge* report

Principals in the New Era Conference at New York University

Presenter

New York, NY
June 2007

- Presented to an audience of principals, researchers and academics on the leadership qualities as well as the support needed to excel as a principal
-

AFFILIATIONS

Housing Works, Inc.

Volunteer Representative to Board of Directors

New York, NY
May 2006 - present

- Volunteer four hours every week and serve on the board of directors of nonprofit that is committed to ending the twin crises of AIDS and homelessness by providing the highest quality services for homeless people living with HIV and AIDS in New York City and beyond

Teachers College, Professional Staff Executive Committee

Committee Member

New York, NY
August 2009 - present

- Serve as an elected member to represent the over 400 professional staff during the development of policies, programs, and finances at Teachers College through participation in decision-making processes on various College-wide permanent and ad hoc committees
-

EDUCATION

BARUCH COLLEGE, Zicklin School of Business,

Master of Business Administration

New York, NY
May 2006

- Full-Time Honors Program
- Major in Marketing, concentration in Business Strategy
- Honors MBA Scholarship recipient
- Editor, GradVoice
- V.P., Corporate Responsibility Club
- Academic Integrity Committee
- Completed courses in Statistical Sampling, Consulting, International Business Strategy, Leadership and Negotiations
- CV Starr Fellowship to study global marketing in Zurich, Switzerland

RUTGERS UNIVERSITY

Master of Education, Magna cum laude

New Brunswick, NJ
January 1997

- Major in English Language Arts
- Kappa Delta Professional Honors Society

Bachelor of Arts, Summa cum laude

May 1995

Joseph E. Liberatore

14555 Manor Rd, Phoenix, MD, 21131

410-627-4608 (cell)

joeliber@comcast.net

Professional Background: 20 years in the energy industry specializing in power infrastructure investments and wholesale business transactions:

Constellation Energy (March 2000-July 2009)

Held several management positions at Constellation Energy and as Managing Director of Origination helped scale the competitive wholesale and retail power divisions into industry leading businesses.

Cinergy Corp (December 1997-March 2000)

As Director of Marketing, opened the Mid-Atlantic regional office for wholesale electricity transactions.

Baltimore Gas and Electric (July 1990-December 1997)

Held several staff engineering positions and as senior engineer focused on generation planning and bulk power transactions.

Work in Education: Over ten years of volunteer experience in working with urban schools:

- Initial supporter of travel programs for MS#22 in the Bronx
- Tutor for the Higher Achievement Program for 5th grade students in Baltimore City, sponsored by St. Ignatius Loyola Academy (2000-2002)
- Scholarship sponsor for high achievement students in Baltimore City and New York City.
- Board member of Partners in Excellence, an inner-city scholarship fund for parochial school students in Baltimore City.
- Board member of the Catholic Family Foundation

Personal

B.S. Electrical Engineering (with honors), University of Maryland at College Park, 1990

M.B.A. (concentration in Finance), Loyola University, 1996

Married to Catherine Liberatore; our children are ages 10, 8, and 6.

KENNETH D. MERIN

Ken is President and CEO of the Charles Hayden Foundation. He assumed that role in 2000. He has served on the Charles Hayden Foundation Board since 1991.

Ken received his B.A. degree from George Washington University, and his J.D. from Seton Hall University School of Law. He has worked for the United States Congress, served as Commissioner of Insurance for the State of New Jersey, and has been a partner with New York and New Jersey law firms. Ken served as an infantry officer in the United States Army, and is a veteran of the Vietnam War.



HARVARD
GRADUATE SCHOOL OF EDUCATION
OFFICE OF THE DEAN

October 3, 2009

Dear School Committee,

As Dean of the Harvard Graduate School of Education, it is my pleasure to offer my strongest recommendation and support for the application of the New American Academy as a pilot program for elementary students in New York City.

This proposed model will eliminate the isolation of teachers by having four teachers with sixty students (for a 15:1 ratio) in a classroom. Teachers will have a career ladder from apprentice to master teachers based on merit and not seniority as well as loop with the same cohort of sixty students from Kindergarten through 5th grade (all six years). Students will experience 360 degree assessments wherein students will rate teachers as well as each other.

The New American Academy model will require a whole new way of developing our teaching force. No longer will teachers be trained to work as solo practitioners, but as collaborative team players. In addition, master teachers will be developed with crucial mentoring skills in order to help nurture talent across the board.

Harvard Graduate School of Education faculty will be intricately involved with the New American Academy in developing and implementing this new training for teachers.

I support experimenting with this new school model and believe it will be important to evaluate and analyze the educational results that follow. New York City, under the innovative leadership of Joel Klein, offers a promising environment to pilot the New American Academy.

I am extremely proud of Shimon Waronker and his fellow HGSE students who have developed this new approach for application in urban education. They are emblematic of Harvard's continuing focus on innovation and transformation. Moreover, I view their work as closely related to the kind of reform efforts that we expect to emerge from our new practice-based doctoral program in education leadership (the Ed.L.D.). Please do let me know if I can provide any further information in support of this effort.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|-------------------------------|-------------|--------|---------------|--|--------------|--|
| School Name: | P.S. 770 New American Academy | | | | | | |
| District: | 17 | DBN: | 17K770 | School | | 331700010770 | |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | | | 0 | | | | |
| Kindergarten | | | 64 | | | | |
| Grade 1 | | | 54 | | | | |
| Grade 2 | | | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | | | 0 | | | | |
| Grade 4 | | | 0 | | | | |
| Grade 5 | | | 0 | | | | |
| Grade 6 | | | 0 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | | | 0 | | | | 60.0 |
| Grade 8 | | | 0 | | | | |
| Grade 9 | | | 0 | | | | |
| Grade 10 | | | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | | | 0 | | | | |
| Grade 12 | | | 0 | | | | |
| Ungraded | | | 3 | | | | |
| Total | | | 121 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | | | |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| | | | 60.0 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | | | |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | | | 0 | Principal Suspensions | | | |
| # in Collaborative Team Teaching (CTT) Classes | | | 16 | Superintendent Suspensions | | | |
| Number all others | | | 5 | | | | |

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | |

| | | | | | | | |
|---|--|--|--|--------------------------|--|--|--|
| <i>These students are included in the enrollment information above.</i> | | | | CTE Program Participants | | | |
|---|--|--|--|--------------------------|--|--|--|

| | | | | | | | |
|---|--|--|--|---------------------------------------|--|--|--|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Early College HS Program Participants | | | |
|---|--|--|--|---------------------------------------|--|--|--|

| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | | 2007-08 | 2008-09 | 2009-10 |
|--------------------|---------|---------|---------|--|---------|---------|---------|
|--------------------|---------|---------|---------|--|---------|---------|---------|

| | | | | | | | |
|-------------------------------------|--|--|-----|--|--|--|--|
| # in Transitional Bilingual Classes | | | TBD | Number of Staff - Includes all full-time staff: | | | |
|-------------------------------------|--|--|-----|--|--|--|--|

| | | | | | | | |
|--------------------------|--|--|-----|--------------------|---------|---------|---------|
| # in Dual Lang. Programs | | | TBD | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
|--------------------------|--|--|-----|--------------------|---------|---------|---------|

| | | | | | | | |
|-------------------------------|--|--|-----|--------------------|--|--|--|
| # receiving ESL services only | | | TBD | Number of Teachers | | | |
|-------------------------------|--|--|-----|--------------------|--|--|--|

| | | | | | | | |
|------------------|--|--|-----|--|--|--|--|
| # ELLs with IEPs | | | TBD | Number of Administrators and Other Professionals | | | |
|------------------|--|--|-----|--|--|--|--|

| | | | | | | | |
|---|--|--|--|---|--|--|--|
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Educational Paraprofessionals | | | |
|---|--|--|--|---|--|--|--|

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | % fully licensed & permanently assigned to this school | | | |
| | | | | % more than 2 years teaching in this school | | | |
| | | | | % more than 5 years teaching anywhere | | | |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | | | |
| American Indian or Alaska Native | | | 1.7 | % core classes taught by "highly qualified" teachers | | | |
| Black or African American | | | 86.0 | | | | |
| Hispanic or Latino | | | 9.9 | | | | |
| Asian or Native Hawaiian/Other Pacific | | | 0.8 | | | | |
| White | | | 0.0 | | | | |
| Male | | | 62.0 | | | | |
| Female | | | 38.0 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|----------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| | | | | | | | |

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|---|
| Network Cluster 9 | District 17 | School Number 770 | School Name New American Academy |
| Principal Shimon Waronker | | Assistant Principal | |
| Coach | | Coach | |
| Teacher/Subject Area Andrea Nolet / ESL | | Guidance Counselor | |
| Teacher/Subject Area Jennifer McSorley / Bilingual | | Parent | |
| Teacher/Subject Area | | Parent Coordinator | |
| Related Service Provider | | Other L. Scorsone / Master Teacher | |
| Network Leader Varleton McDonald | | Other K. Flournoy / Master Teacher | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 1 | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | 1 | Number of Teachers of ELLs without ESL/Bilingual Certification | 5 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | 126 | Total Number of ELLs | 8 | ELLs as Share of Total Student Population (%) | 6.35% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon registration, all parents were given the Home Language Identification Survey by the school secretary. Parents submitted the needed information and our secretary, a native Spanish speaker, conducted informal oral interviews in English and Spanish when necessary. After one of the Principal Interns reviewed the HLIS, the ELL coordinator (a certified ESL teacher) and the Bilingual teacher from the LAP Team administered the LAB-R test and Spanish LAB to eligible students.

2. Parents are sent entitlement and non-entitlement letters the week after LAB-R testing. A parent meeting at the school is scheduled for the following week, where English and Spanish brochures detailing program options are distributed and an informational video is shown. Parents not present for the meeting are called and sent brochures in the mail.

3. Entitlement letters are sent to eligible students' homes through regular postal service. Parent Survey and Program Selection forms are returned by parents after the meeting or to the main office and compiled by the ELL coordinator. If any forms are missing, a school secretary will call parents to have the forms returned.

4. Because the New American Academy does not have a large enough ELL population to require a bilingual program, students are automatically placed in a Freestanding Push-In ESL instructional program. However, our school's unique structure provides students with native language supports and instruction in Spanish and French (the majority languages of the school community). Parents are informed of the school model in English, and Spanish or French if needed, and may choose to send their children to another school if they desire a purely Bilingual or Dual Language program.

5. Our school does not yet have sufficient data to answer this question, but we do believe that parents will select our school for their children based, at least in part, on our multilingual structure which allows ELLs to thrive together with English proficient students in a language-rich environment.

6. All parents are aware of the New American Academy school model and its multilingual approach to education upon registering. These parents are excited and enthusiastic about offering their children the opportunity to gain fluency in three languages. Still, we welcome parent feedback and requests at all times to ensure that our programs are aligned with parents' wishes.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs | 8 | Newcomers (ELLs receiving service 0-3 years) | 8 | Special Education | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | | Long-Term (completed 6 years) | |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------------------|------------------------|------------------------|------------------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> 0 |
| Dual Language | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> 0 |
| ESL | <input type="text"/> 8 | <input type="text"/> | <input type="text"/> 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> 8 |
| Total | <input type="text"/> 8 | <input type="text"/> 0 | <input type="text"/> 1 | <input type="text"/> 0 | <input type="text"/> 0 | <input type="text"/> 0 | <input type="text"/> 0 | <input type="text"/> 0 | <input type="text"/> 0 | <input type="text"/> 8 |

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

C. Home Language Breakdown and ELL Programs

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

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. The New American Academy has a push-in model in which the ESL instructor works with the general classroom teachers to provide the required allotment of time and services.

b. Students remain in their grade classes, which are grouped both heterogeneously and homogeneously. Students are grouped homogeneously in the morning and heterogeneously in the afternoon. The ESL instructor provides support through a push-in model within this structure.

2. There are four teachers in each classroom of 60 students, allowing for ample collaboration among the ESL instructor and the general education teachers. Because of our multilingual structure, students receive Language Arts or Math instruction for 3 hours a day in either English, Spanish, or French on a rotating basis. ELA instruction is provided through team-teaching with ESL accommodations and

scaffolding. The Spanish and French instruction supports students' native languages and encourages their further linguistic development.

3. Content area instruction takes place in the afternoons during interdisciplinary units of study centered around themes such as Communication, Transportation, and Energy. Students receive English language support through a variety of methods and techniques. Some of these include the use of visual aids, manipulatives, phonics and phonemic awareness development, and oral and written sentence stems.

4. a. We do not have any SIFE students, but when we do, we will provide them with materials in their native language and instruction would focus on gradually building oral language for English vocabulary and literacy skills. Students will receive the required amount of time for ESL instruction on a daily basis and will be encouraged to use native language peers for help in adjusting to the school environment.

b. Our plan for welcoming newcomers involves providing high quality and appropriate instruction from an early age, including native language supports and multicultural awareness, so that students are able to become accustomed to US schools quickly and easily.

c. We currently have no ELLs receiving service for 4–6 years. When we do have students these students, we will focus on giving them all the tools necessary to become successful both in English and their native language.

d. We have no Long-Term ELLs. When we do, they will continue to receive the services needed to help them contribute to the classroom community. They will have bilingual glossaries to use, as well as the help of their peers and teachers, to become increasingly more independent in their English language comprehension and production.

e. Our special needs ELLs will receive support not only from the ESL instructor, but also from the certified special educators in each classroom. In addition, we hope to have paraprofessionals who can provide individual attention and translation for ELLs as needed.

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

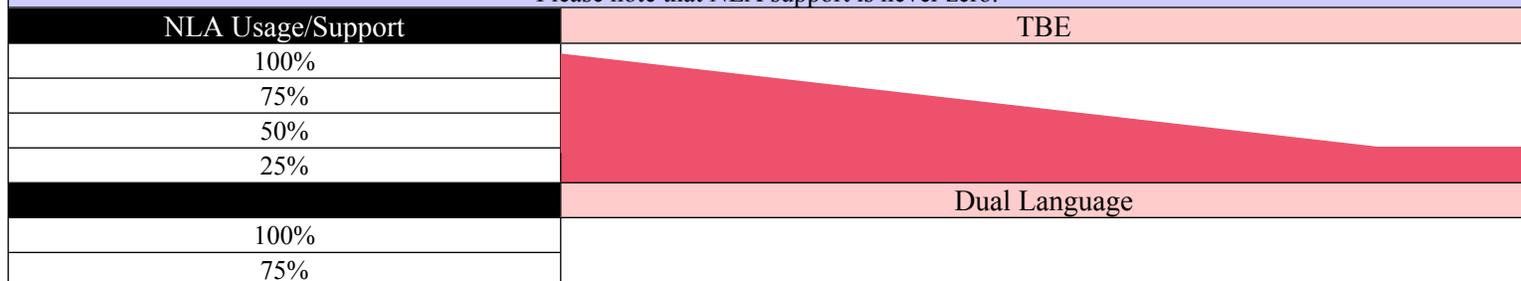
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

5. Students are receiving targeted and differentiated Push-In ESL instruction. In kindergarten, students receive ESL support during ELA and math. In first grade, students receive support during the interdisciplinary units of study. All intervention services are offered in English with native language support when possible. All teachers are also given suggestions and encouraged to use best practices, such as visual aids, sentence prompts, and native language materials when possible, for ESL instruction in all lessons.

6. Due to the open classroom environment at the New American Academy, students who have reached proficiency on the NYSESLAT and even native English speakers will still benefit from many of the modifications and supports designed for ELL students.

7. We will be looking for one or more additional ESL instructors for the upcoming school year. Having another certified ESL instructor will help us focus more closely on each student's needs and better implement our current program. We also hope to have more professional development sessions for the entire staff on ESL instructional techniques.

8. None

9. ELLs are welcome and encouraged to participate in all extracurricular activities, including the AfterSchool Program that offers students rotating lessons in karate, violin, and arts enrichment. No specific language component is currently included in the AfterSchool Program, but pull-out groups may be offered when desired for additional work on vocabulary building or other skill review. ELLs participate in morning exercises (assisted by extensive modeling) with the whole school, and in structured play with their House groups in the afternoons. ELLs also attend all field trips with their classes, where teachers are encouraged to provide additional support as needed.

10. Instructional materials include books, videos, manipulatives, realia, and references. Books are available in simplified English, in native language (Spanish and French), and on many multicultural topics. Videos, manipulatives, and realia all provide students with a base of common experience for discussions and reactions, in English or the native language if the student chooses. Examples of references in the classroom are Spanish-English and French-English glossaries.

11. Our school is designed to help students build literacy in their native language as well as English. All students in the school receive instruction in English, Spanish, and French, the dominant languages of the community, from trained pedagogues and native speakers. By building fluency and literacy in multiple languages from an early age, skills will begin to transfer and students' English language abilities will also improve. Other language backgrounds are recognized through multicultural books and diversity celebrations. When needed, translation services may be made available through a paraprofessional.

12. All services support (and resources correspond to) ELLs' ages and grade levels. Books, both in English and in the native language, are developmentally appropriate and leveled. Visual aids are readily available and easily recognizable to all students.

13. Before the start of the school year, each class has an orientation day to meet their teachers, get to know the classroom, and begin to learn some school routines. Teachers also conduct home visits to each student's residence during the summer. This allows each student, but particularly newcomers, to get to know an adult at the school before the start of the year. ELLs are paired with teachers who speak their native language when possible.

14. ELLs receive instruction in Spanish and French, as do all students in the school.

C. Schools with Dual Language Programs

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

1. The target languages – English, Spanish, or French – are used for EPs and ELLs 75% of the time. For 3 hours every morning, students in three separate groups receive the same instruction (Math or Language Arts) simultaneously in either English, Spanish, or French. Groups rotate languages daily, so that each day they are instructed in a different language. Afternoon instruction is multidisciplinary and in English. this means that after a 6-day cycle, students will have received 25% instruction in Spanish (approximately 6 hours), 25% instruction in French (approximately 6 hours), and 50% instruction in English (approximately 12 hours).

2. EPs and ELLs are integrated throughout the instructional day. This allows students to learn from and teach each other, and reduces any negative effects or segregation that might occur when newcomers are placed in self-contained classes.

3. Languages are separated by rotational basis and teacher. There are separate teachers for English, Spanish, and French in each classroom.

4. Our school is using a version of a side-by-side Dual Language model, in which three teachers are teaching in three different languages in an open classroom. All teachers teach the same content in their respective languages.

5. Emergent literacy is taught simultaneously in English, Spanish, and French. Students are encouraged to notice how some words,

spellings, and sounds are alike or different among the languages.

D. Professional Development and Support for School Staff

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

1. The ESL coordinator and the Bilingual teacher attended the Brooklyn-Queens BETAC's "Program Mandates and Instructional Programs for English Language Learners" training on September 29, 2010. Additionally, projected workshops and professional development sessions include, but are not limited to Language Allocation Policy training, best practices in dual language programs and content area strategies for ESL students. These will be attended by the ESL coordinator and the Bilingual teacher, along with other administrators or teachers when possible.

2. Through monthly staff meetings, the ESL coordinator and Bilingual teacher will turnkey knowledge gained from professional development sessions to all staff members. Due to the collaborative nature of our school and daily 90-minute planning sessions, the ESL coordinator and Bilingual teacher will provide support to the remaining 6 general education and Special Education teachers and will offer best practices and strategies for working with ELLs in our school community.

3. Several staff members have already completed the minimum 7.5 hours of ELL training required. For those who have not yet completed these hours, they will be encouraged to attend a 5-day QTEL institute, offered during the summer, to fulfill the necessary hours.

E. Parental Involvement

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

1. Parents are encouraged to attend parent association meetings on a regular basis. They are also invited to volunteer and observe in the classroom whenever possible. Parent information and forms are made available in the home languages specified on the Home Language Identification Surveys. Parents are also involved in assisting with field trips as chaperones. Four administrators and 2 pedagogues are available at all times to provide translation services for Spanish speaking parents. Two pedagogues are available to assist French-speaking parents.

2. At the present time no workshops or services through other agencies or CBOs are provided to ELL parents.

3. The needs of parents are evaluated through email communication, parent association meetings, regular phone calls, and home visits. School staff are on hand to provide translation services and to assist with providing support for parents of ELLs. Transparent and open communication is encouraged throughout our school community and parents are invited to ask questions or request assistance at all times.

4. Parents are encouraged to volunteer and observe in the classrooms. By doing so, these parents have access to one teacher in kindergarten and one in first grade who speak Spanish and can provide translation services. Parents and teachers are in constant communication through visits to the school, email, and picking up or dropping off their child. Parents are encouraged to assist the teachers in the classroom and if questions arise they can be addressed immediately.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

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

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

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

1. ELLs are assessed with Fountas and Pinnell as well as DIBELS, as is the whole school population. Spanish language may also be assessed with EL SOL. Data will be obtained at the end of the school year, but current levels show room for significant improvement in all five areas of ELLs' reading skills. We will use data to determine reading groups, especially small groups of struggling learners for targeted pull-out instruction.

2. Sufficient data are not yet available for this school, but early results show a general base of familiarity with English, but a lack of exposure to English in print and in content-specific settings.

3. Any patterns that emerge will inform schoolwide instruction, differentiating instruction for each child based on strengths and weaknesses while giving a broad overview of the strengths and weaknesses of the ESL program as a whole. Constant adjustments will be made to ensure all students have the instruction and support needed to gain fluency in English.

4. Student results pending, we will use this information to find patterns, continue supports in areas of strength, and work to add more scaffolding and resources in areas of weakness. School leadership will play a vital role in breaking down these data for analysis. The native

of conversational and academic literacy skills in the native language as well as in English.

Additional Information

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

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |

| | | | |
|--|--------------------|--|--|
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |