



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE NEW AMERICAN ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K770

PRINCIPAL: SHIMON WARONKER **EMAIL:** SWARONK@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. Buffie Simmons-Peart

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shimon Waronker	*Principal or Designee	
Pepe Gutierrez	*UFT Chapter Leader or Designee	
James Sanford	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Mia Herndon	Member/	
Erika Kendall	Member/	
Francine Morren	Member/	
Emma Peralta	Member/	
Delphine Selles-Alvarez	Member/	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, the annual attendance rate will improve by 2% from 92% to 94% as measured by ATS daily attendance reports

Comprehensive needs assessment

- The school's 2010-11 attendance rate was 92%. Research indicates student attendance is linked to academic achievement.

Instructional strategies/activities

- Strategies/activities that encompass the needs of identified student subgroups,
 - Subgroup: students with attendance rates below 94%
 - Parent education outreach
- Staff and other resources used to implement these strategies/activities,
 - Classroom teachers, administration, attendance teacher, community assistants.
- Timeline for implementation.
 - Parents will be contacted daily for absentee students beginning in September 2011 through June 2012.
 - Weekly attendance reports will be produced and analyzed.
 - Chronic absentees will be contacted by the attendance teacher.

Strategies to increase parental involvement

- Parental cooperation and partnership are crucial to the attainment of this goal. Family outreach will include:
 - A systematic procedure for phone calls home when a student is absent by Community Assistant
 - Home visits by Community Assistants when appropriate and by the Attendance Teacher for chronic cases.
 - A system of rewards and incentives for students with high attendance rates greater than or equal to 94%.

Strategies for attracting Highly Qualified Teachers (HQT)

- N/A

Service and program coordination

- The CFN 407 Network Attendance Teacher, Ms. Denise Scott, will contact families of students with chronic absenteeism.

Budget and resources alignment

- FSF - Funds for awards \$500
- AIDP - Attendance Shared funds for attendance teacher
- Community Assistant

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

- By June 2012, teacher effectiveness will be measured using the rubric from the Framework for Teaching by Charlotte Danielson through 6 informal observations.

Comprehensive needs assessment

- Teacher assessment and feedback support the school's commitment to the retention and development of highly qualified teachers.

Instructional strategies/activities

- Apprentice, Associate and Partner Teachers are sharing insights around the rubric to lift the practice of all and come to common understanding surrounding the Danielson work.
- Master Teachers and Headmaster to provide professional development on Danielson rubric.
- Master Teachers and Headmaster conduct informal observations 6 times throughout the year and provide oral and written feedback.
- October 2011 Master Teachers and Headmaster studied Danielson's rubric, November 2011 all faculty engaged in professional development based upon the Danielson rubric. Teachers completed self assessment based on the rubric. Informal observations with oral and written feedback November 2011 through June 2012. Year end self evaluation administered in June 2012.

Strategies to increase parental involvement

- N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Assessment and feedback will support the retention and development of highly qualified teachers.

Service and program coordination

- Continuous professional development from the Maverick Network, Harvard University, and Hofstra University focusing on self reflection, communication and transformative conflict.

Budget and resources alignment

- Charlotte Danielson books (\$100) FSF
- 100 hours spent by Headmaster and 3 Master Teachers (25 hours each)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, all teacher teams will participate in weekly and monthly reflection sessions to improve teacher effectiveness as measured by feedback from Harvard University based upon the reflective practice and action step templates.

Comprehensive needs assessment

- The model of The New American Academy is team based with 4 teachers and 60 students in one classroom. In order for the team to be effective, time for reflective practice is essential.

Instructional strategies/activities

- Facilitators include faculty and staff from Harvard University Graduate School of Education.
- Weekly feedback from team members and Harvard University assist with the reflective practice and action steps.
- Weekly 90 minute reflection period per team to discuss pedagogical practice, team dynamics and professional growth.
- Action step template and feedback bridge the reflective practice to actionable steps within the classroom.

Strategies to increase parental involvement

- N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Reflection and professional development will support the retention and development of highly qualified teachers.

Service and program coordination

- Continuous professional development from Harvard University focusing on reflective practice.

Budget and resources alignment

- Harvard University Graduate School of Education \$8,000; Professional Development funded by Title I SWP 5% Highly Qualified Teacher \$6,280 plus Title I 10% Professional Development \$1,720
- The Intrepid Museum: \$7,560: Educational Consultants funded by FSF Students attend workshops at the Intrepid on teachers' full day reflection session days (Note: We requested, and received, a grant from The Intrepid Foundation for 6 of the 35 workshops that our students will attend)
- Human resources: Teachers prepare for the reflection days, administrators accompany the students on the Intrepid field trips,

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, students reading at or above grade level will increase by 5% as measured by Fountas and Pinnell Benchmark Assessment.

Comprehensive needs assessment

- June 2011 Fountas and Pinnell results indicated that 63% of students were reading below grade level as measured by the Fountas and Pinnell Benchmark Assessment.

Instructional strategies/activities

- Strategies/activities that encompass the needs of identified student subgroups,
 - Grade 2: Small group instruction using Leveled Literacy Intervention. Targeted guided reading intervention for students reading below grade level.
 - Grade 1: Small group instruction using Leveled Literacy Intervention. Targeted guided reading intervention for students reading below grade level.
- Staff and other resources used to implement these strategies/activities,
 - Staff: Teachers provide instruction using LLI kit during recess period for at risk Grade 2 students.
 - Resources: Fountas and Pinnell Leveled Literacy Intervention Kit.
 - Foundations during AIS period for at risk Grade 1 and Grade 2 students.
- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Master Teachers routinely contribute to the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities and meet with the Headmaster daily to discuss this topic and others.
- Timeline for implementation.
 - F&P updated three times per year in October, March and June.
 - Leveled Literacy Intervention program for Grade 2 (October 2011 through June 2012).

Strategies to increase parental involvement

- Literacy Workshop at October 2011 PTA meeting.
- Weekly newsletters/parent communication with ways to help at home.
- Take home books from classroom library.
- Reading logs

Strategies for attracting Highly Qualified Teachers (HQT)

- The school has a rigorous teacher recruitment process. Candidates are evaluated on several dimensions, including their demonstrated knowledge of/ skill in reading instruction.
- Several teachers have strong expertise in literacy
- One teacher is certified in Reading Recovery and another teacher is certified in Leveled Literacy Intervention.

Service and program coordination

N/A

Budget and resources alignment

- LitLife Professional Development (\$10,000) funded by Title I 10% Professional Development
- F&P Grade 2 Blue System Textbooks \$2,700 funded by FSF
- Dibels \$2,200 Educational Software FSF
- Open Court Phonics Program \$2,500 NYSTL Textbook
- Wilson Foundations Program – Core Curriculum
- Human resources: teachers, paraprofessionals

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A	2			
1	16		N/A	N/A	4			
2	10	0	N/A	N/A	3			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Leveled Literacy Intervention – small group – during school day Foundations – small group – before school
Mathematics	
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Small group, during school day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting on February 6, 2012 for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Varleton McDonald	District 17	Borough Brooklyn	School Number 770
School Name The New American Academy			

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

Principal Shimon Waronker	Assistant Principal Not Applicable
Coach Lorraine Scorsone, Grade 1	Coach Lisa Parquette Silva Grade 2
ESL Teacher Susan Coronel	Guidance Counselor type here
Teacher/Subject Area Jennifer McSorley/Bilingual	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Iman ElHalim (Speech)	Other Elizabeth DeAngelis Grade K
Network Leader Varleton McDonald	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	129	Total Number of ELLs	6	ELLs as share of total student population (%)	4.65%
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Part II: ELL Identification Process

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

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

1. Upon registration, all parents were given the Home Language Identification Survey by the school secretary. Parents submitted the needed information. Our secretary, a native Spanish speaker, was available to conduct informal oral interviews in English and Spanish. No new ELLs registered for the 2011-12 school year. If we had had eligible students, the ESL certified teacher would have administered the LAB-R test and Spanish LAB.

2. Parents would be sent entitlement and non-entitlement letters the week after LAB-R testing. A parent meeting at the school would be 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 would be called and sent brochures in the mail.

3. Entitlement letters would be 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. Parents may choose to send their children to another school if they prefer a purely Bilingual or Dual Language program.

5. Our school is in its second year of operation, so does not yet have sufficient data to answer this question.

6. All parents are aware of the New American Academy school model, a feature of which is multilingual approach to education. This feature is not yet implemented. 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1	1											2
Total	0	1	1	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	6	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

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

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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, serving one grade of students at a time.

2. Our model features four teachers in a classroom of 60 students. (Right now, our Grade 2 has 35 students and two teachers.) ELA instruction is provided through team-teaching with ESL accommodations and scaffolding. Students receive 180 minutes of ESL instruction per week.

3. In content areas, students receive English language support through the use of visual aids, manipulatives, phonemic awareness development, and oral verbal and written sentence stems.

4. We do not now evaluate students in their Native language.

5. a. We do not have any SIFE students, but when we do, we will provide them with materials in their native language. 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 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.

6. Teachers of ELL-SWDs use small group instruction and individual instruction, along with the use of manipulatives, visual aids

7. Our school uses instructional and scheduling flexibility by having Master Teachers provide academic intervention to SWDs in small group or one-to-one.

Courses Taught in Languages Other than English ⓘ

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

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

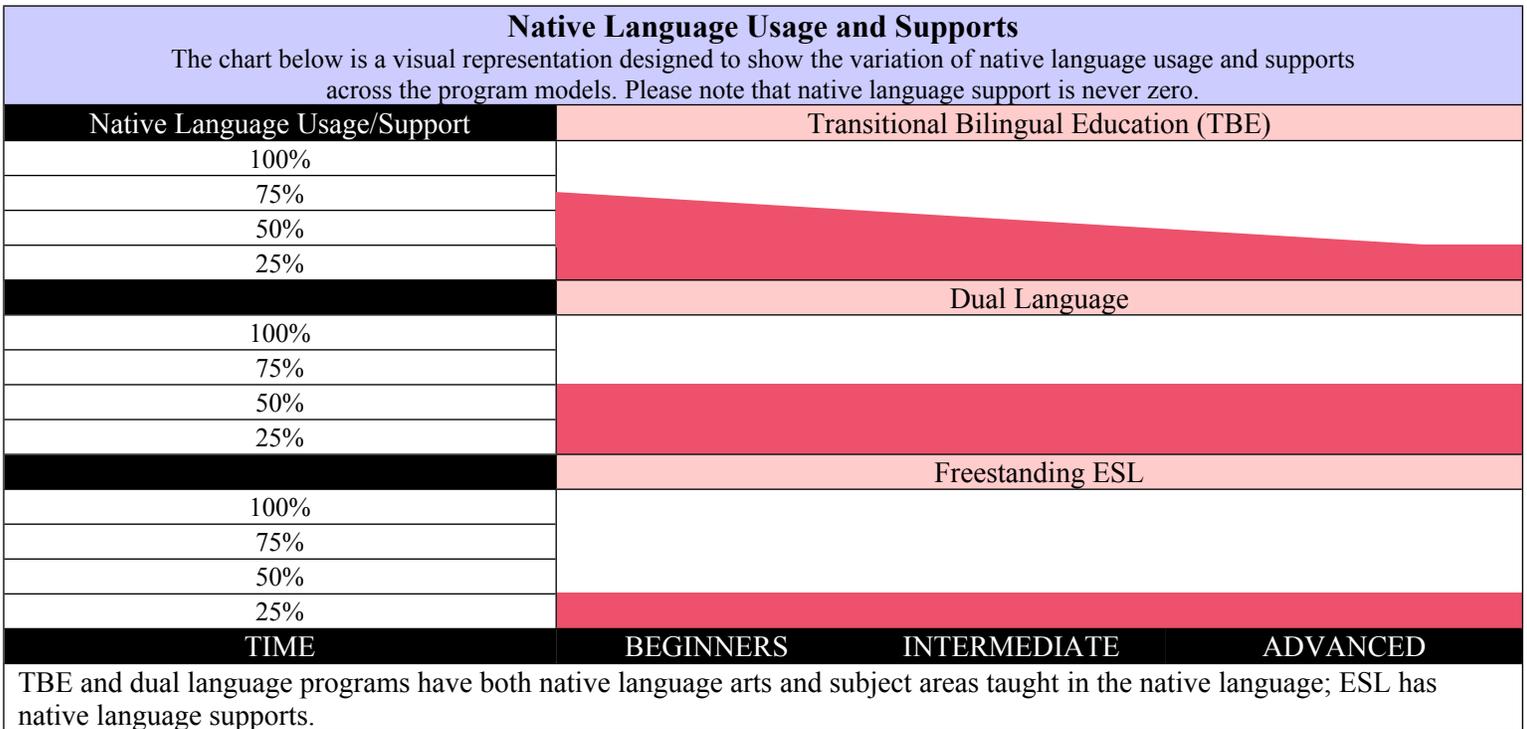
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

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

8. Students are receiving targeted and differentiated Push-In ESL instruction. Students receive ESL support during ELA and math and 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.

9. 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.

10. 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.

11. None

12. ELLs are welcome and encouraged to participate in all extracurricular activities, including the AfterSchool Program that offers students lessons in karate, violin, and arts enrichment. 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.

13. 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.

14. Our school is designed to help students build literacy in their native language as well as English. Once the multilingual model is implemented, all students in the school will 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.

15. 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.

16. Before the start of the school year, a "new" class (e.g. 2011-12 Kindergarten) has an orientation day to meet their teachers, get to know the classroom, and begin to learn some school routines. Students joining Grade 1 or 2 receive extra consideration. ELLs are paired with teachers who speak their native language when possible.

17. Once our multilingual approach is fully implemented, ELLs will receive instruction in Spanish and French, as will all students in the school.

B. Programming and Scheduling Information--Continued

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

8. Students are receiving targeted and differentiated Push-In ESL instruction. Students receive ESL support during ELA and math and 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.

9. 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.

10. 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.

11. None

12. ELLs are welcome and encouraged to participate in all extracurricular activities, including the AfterSchool Program that offers students lessons in karate, violin, and arts enrichment. 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.

13. 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.

14. Our school is designed to help students build literacy in their native language as well as English. Once the multilingual model is implemented, all students in the school will 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.

15. 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.

16. Before the start of the school year, a "new" class (e.g. 2011-12 Kindergarten) has an orientation day to meet their teachers, get to know the classroom, and begin to learn some school routines. Students joining Grade 1 or 2 receive extra consideration. ELLs are paired with teachers who speak their native language when possible.

17. Once our multilingual approach is fully implemented, ELLs will receive instruction in Spanish and French, as will 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)?

Not applicable

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.

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. 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. Two administrators and two pedagogues are available to provide translation services for Spanish 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 teachers 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. 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)		2	1											3
Intermediate(I)		1	2											3
Advanced (A)														0
Total	0	3	3	0	0	0	0	0	0	0	0	0	0	6

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	2										
	A		2	1										
	P													
READING/ WRITING	B		2	1										
	I		1	2										
	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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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. 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. There appears to be a general base of familiarity with spoken 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. 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 language of all ELL students will be used to support and broaden their learning in English.

5. Once our trilingual model is implemented, English proficient students will be assessed through EL SOL in Spanish and, we hope, NOELLA (The National Online Early Language Learning Assessment) a foreign language proficiency test for young learners in French. Assessments will be provided periodically to all students in French and Spanish to inform our instruction.

6. Our programs will be successful based on improvement on the NYSELAT, integration into the classroom community, and a foundation 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.

Paste additional information here

New York State Regents Exam

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

Native Language Tests

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

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

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

1. ELLs are assessed with Fountas and Pinnell as well as DIBELS, as is the whole school population. Current levels show room for

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The New American Academy</u>		School DBN: <u>17K770</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shimon Waronker	Principal		12/23/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Susan Coronel	ESL Teacher		12/23/11
	Parent		1/1/01
Jennifer McSorley	Teacher/Subject Area		12/23/11
	Teacher/Subject Area		1/1/01
Lorraine Scorsone	Coach		12/23/11
Lisa Parquetet Silva	Coach		12/23/11
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other <u>Speech and language</u>		1/1/01
Elizabeth DeAngelis	Other <u>Grade K</u>		12/23/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K770 **School Name:** The New American Academy

Cluster: 4 **Network:** CFN407

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.

Upon registration, all parents complete the Home Language Identification Survey. School administrators review the forms to determine parents' preferred written and oral communication language.

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 school currently has six students whose parents' language of choice is not English. For all six, the language of choice is Spanish. Teachers and administrative staff have been informed of the parents' language preferences.

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.

Several staff members will provide written translation services. They are Ms. Celenia Delgado, Pupil/Payroll Secretary; Mr. Pepe Gutierrez and Ms. Jennifer Mcorley, Teachers. The school will have staff members translate brief written communications from English to Spanish during the work day. The school will compensate staff members via "per session" payments for written translation services (of more complex documents) undertaken outside of the work day. The school will also use centrally produced critical communications.

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.

Several staff members will provide oral interpretation services in Spanish. They are: Mr. Shimon Waronker, Headmaster; Ms. Celenia Delgado, Pupil/Payroll Secretary; Mr. Pepe Gutierrez and Ms. Jennifer Mcorley, Teachers.

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

The school will provide parents who require language assistance with the Bill of Parents Rights and Responsibilities. The school will post a sign indicating the availability of translation services.