

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE NEW AMERICAN ACADEMY
DBN (i.e. 01M001): 17K770
Principal: JESSICA SARATOVSKY
Principal Email: JSARATOVSKY@SCHOOLS.NYC.GOV
Superintendent: MR. CLARENCE ELLIS
Network Leader: MS. SHENEAN LINDSAY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jessica Saratovsky	*Principal or Designee	
Sarah Kugelman	*UFT Chapter Leader or Designee	
Ley Ferguson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jennifer McSorley	Member/ Teacher	
Yanik Breving	Member/ Teacher	
Elizabeth DeAngelis	Member/ Teacher	
Colleen O’Brien	Member/ Teacher	
LaFleur Cumberbatch	Member/ Parent	
Barbara Mullins	Member/ Parent	
Esther Jordan	Member/ Parent	
Kimberlee Auletta	Member/ Parent	
Jacob Levenson	Member/ Parent	

	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.

- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, as measured by the New York State ELA exam students who score level 3 or 4 will increase by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2014 ELA exam 19% of students met state standards on the state ELA exam, our focus is to increase the number of students who achieve a Level 3 or 4 on the NYS ELA exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Targeted small group instruction (Tier II and Tier III intervention) using guided reading, Leveled Literacy Intervention, and other targeted focused instruction.
2. Targeted periodic assessments both city created and teacher created using ReadyGen Performance Based Assessments, NYC Periodic assessments, and Fountas and Pinnell Benchmark Reading Assessment.
3. Parent Education Outreach on CCLS, test preparation, and how to best support their child's instructional goals.
4. Interventions which include After school Tutoring for students in grades 3-5, 3 hours a week for level 2 and 3 students as well as RTI intervention for level 1 students during the school day.
5. Student and teacher created academic goals which are re-assessed in conferencing on an ongoing basis.
6. Ready NY Testing Curriculum to be used in the afterschool program in order to target skills.

B. Key personnel and other resources used to implement each strategy/activity

1-6: Master Teachers, classroom teachers, SETTS provider, and school support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers use daily team meetings to look at and discuss student work and progress and student groups are re-evaluated every 6 weeks using informal running records and student/teacher conferencing every 6 weeks to make necessary shifts.
2. Baseline assessments are administered in September, midyear check in February, and end of year assessments in May. In addition, the state exams in April, and Ready Gen assessments at the end of each unit.
3. Teachers work with the parent coordinator to create parent workshops before or after school and during monthly PTA meetings to address topics of parent concerns and interests.
4. Teachers use daily team meetings to analyze student data and student groupings, periodic assessments to determine student progress.
5. Teachers use daily team meetings to analyze conference notes and student goals to discuss their impact and necessity for change.
6. Teachers and support staff use the work and practice exams from the Ready NY Testing Curriculum to determine the progress of the students to make determinations of skills and strategies to be taught.

D. Timeline for implementation and completion including start and end dates

1-6: September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-6: Per session for afterschool support, Ready NY Testing Curriculum, Ready Gen, Teacher's College Reading and Writing Project, Leveled Literacy Intervention

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Back to school workshops
 Testing Workshops for Parents
 Parent/teacher conference updates
 Weekly newsletters
 Parent communication with Master Teacher when necessary

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, as measured by the New York State Math exam students who score level 3 or 4 will increase by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2014 Math exam 17% of students met state standards on the state Math exam, our focus is to increase the number of students who achieve a Level 3 or 4 on the NYS Math exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Targeted small group instruction (Tier II and Tier III intervention) using guided math, formative assessments, and other targeted focused instruction.
2. Targeted periodic assessments both city created and teacher created
3. Parent Education Outreach on CCLS, test preparation, and how to best support their child's instructional goals.
4. Interventions which include After school Tutoring for students in grades 3-5, 3 hours a week for level 2 and 3 students as well as RTI intervention for level 1 students during the school day.
5. Student and teacher created academic goals which are re-assessed in conferencing on an ongoing basis.
6. Ready NY Testing Curriculum to be used in the afterschool program in order to target skills.

B. Key personnel and other resources used to implement each strategy/activity

1-6: Master Teachers, classroom teachers, SETTTS provider, and school support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers use daily team meetings to look at and discuss student work and progress and student groups are re-evaluated every 6 weeks using informal running records and student/teacher conferencing every 6 weeks to make necessary shifts.
2. Baseline assessments are administered in September, midyear check in February, and end of year assessments in May. In addition, the state exams in April, and Go Math assessments at the end of each unit.
3. Teachers work with the parent coordinator to create parent workshops before or after school and during monthly PTA meetings to address topics of parent concerns and interests.
4. Teachers use daily team meetings to analyze student data and student groupings, periodic assessments to determine student progress.
5. Teachers use daily team meetings to analyze conference notes and student goals to discuss their impact and necessity for change.
6. Teachers and support staff use the work and practice exams from the Ready NY Testing Curriculum to determine the progress of the students to make determinations of skills and strategies to be taught.

D. Timeline for implementation and completion including start and end dates

1-6: September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-6: Exemplars, Per session for afterschool support, Go Math, Ready NY Testing Curriculum

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Back to school workshops

Parent/teacher conference updates

Testing Workshops for Parents
 Weekly newsletters
 Parent communication with Master Teacher when necessary

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 80% of teachers will reflect on and strengthen pedagogical practice by showing growth from developing to effective in one of the following Danielson indicators: 3B, 3C, 3D as measured by formal and informal observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data from formal and informal observations, teacher self evaluations, and Quality Review and PPO indicates the need for professional growth and development around student engagement, questioning and discussion techniques, and assessment in instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Daily team meetings to vet lesson plans.
2. Team meetings to view teacher videos and provide feedback.
3. National Board for Professional Teaching Standards (NBPTS) Professional Development
4. Year long professional development around differentiation as related to 3B, 3C, and 3D.(Instructional Focus)

B. Key personnel and other resources used to implement each strategy/activity

- 1, 2, 4. Master Teachers, Headmaster, Teachers
3. NBPTS Liaison

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1-4: Teacher reflection and rating on informal and formal observations and end of year MOTP Ratings - Danielson indicators: 3B, 3C, 3D.
Tri-annual 2:1 meetings. Teachers meet with the Master Teacher and Headmaster 3 times a year to establish and redefine their selected goals based on a self assessments using the Danielson indicators.

D. Timeline for implementation and completion including start and end dates

1-4: September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-4: Summer Training, which one week is spent at Harvard University studying reflective practice, yearlong professional development with a focus in differentiation to focus on 3B, 3C, and 3D ,Daily team meetings to vet lesson plans and daily Master Teacher mentoring support in classrooms.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

NA

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, The RULER Program, which is a social-emotional program designed at the Yale Institute for Emotional Intelligence will be implemented in 100% of classrooms as evidenced by mood meter check-ins, reflection sheets or journals leading to a 5% decrease in incident reports.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As indicated by reports in OORS in 2013-14, A24 and A33 (Chancellor's Regulations) were identified as areas in need of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. RULER Method – Emotional Intelligence Center – Yale University
2. Our school values, H.E.A.R.T. which stands for humility, empowerment, aspiration, responsibility, and teamwork and RULER lessons in each classroom
3. Weekly Town Hall Meetings as a reinforcement of H.E.A.R.T values. On Mondays, Town Hall is with 4th and 5th graders, Tuesdays With 2nd and 3rd graders, Wednesdays with 1st graders and kindergartners, and Thursdays is a whole-school Town Hall, where students in each grade are “shouted out” and presented with a H.E.A.R.T certificate.
4. Students who receive a HEART certificate have their pictures places on the H.E.A.R.T Wall of Fame

B. Key personnel and other resources used to implement each strategy/activity

1-4: Master Teachers
Principal
Teachers
Paraprofessionals
School Support Staff
Educational Leadership Team meetings
Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1-4: Teachers will observe and monitor student use of self-regulation strategies
Teachers will observe and monitor student use and demonstration of H.E.A.R.T. values.
Teachers will communicate student progress and demonstration of H.E.A.R.T. to parents on either a daily or weekly basis.

D. Timeline for implementation and completion including start and end dates

1-4: September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-4:
Professional Development sessions
Town Hall Meetings with all students and Principal

Professional Development with a focus on RULER and H.E.A.R.T.
 Weekly Parent Forum with Principal
 Behavior management system in all classrooms
 Daily team meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent/Teacher Conferences
 Weekly Parent Forum with Principal
 Parent Communication with Master Teachers as needed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

B. Key personnel and other resources used to implement each strategy/activity

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

D. Timeline for implementation and completion including start and end dates

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading ReadyGen Scaffolded Strategies LLI Ready NY	Small group	During the school day Average 3 times per week for 30 minutes. Afterschool sessions.
Mathematics	Differentiated Instruction Go Math Tiered Lessons Guided Math Groups Ready NY	Small group	During the school day Average 3 times per week for 30 minutes. Afterschool sessions.
Science	Student-Centered Projects	Small group	2-3 times weekly for 60 minutes
Social Studies	Student-Centered Projects	Small group	2-3 times weekly for 60 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Social Worker	Small group One-to-one	During the school day as needed Average session: 30 minutes

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
*The school has a rigorous recruitment process. Candidates are evaluated on several dimensions, including their demonstrated knowledge of and skill in classroom instruction.
*Newly hired teachers participate in five week summer training program
*teachers loop with students

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
*Teachers work in teams, led by Master Teacher
Teacher teams plan together. All teachers teach all students in the class.
Weekly reflection
Daily 90 minute collaboration time facilitated by Master Teacher
Yearlong professional development around the schoolwide instructional focus of differentiation
PD opportunities for ReadyGen and Go Math

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are given to the appropriate students and programs. The funds are used to purchase uniforms and school materials for Students in Temporary Housing (STH). We also use Title I funds through a vote by the SLT, to create workshops for parents around nutrition and diversity.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre-K teachers work closely with a Master Teacher to receive Professional Development Opportunities
Participation in school-wide curriculum celebrations
Shared 90 minute meetings with K teach for vertical alignment
June orientation in which parents meet the K teachers and information is shared.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Master Teachers spend 90 minutes daily meeting with their teacher teams to discuss assessments and results. Teams use assessment data to plan instruction and refine assessment tasks. Every Monday, the Master Teachers meet with Headmaster as the Educational Leadership Team to discuss schoolwide assessments and data results.

TA Schools Only

Use of Program Resources

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

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TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 weekly Parent Forums around parenting articles and a book study, "How to Talk So Kids Will Listen, and How to Listen so Kids Will Talk, by Adele Faber and Elaine Mazlish.*
- *hold curriculum celebrations every 6 weeks*
- *create an open door policy where parents can volunteer or work with their child in the classroom environment*
- *send out school surveys around recruitment and school systems and structures*
- *send home weekly newsletters that inform parents of instruction in reading, writing, math, and science*
- *create a school website: www.ps770.org to inform parents of upcoming events and important notifications*
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$146,223.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,570,896.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single

account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 770
School Name The New American Academy		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jessica Saratovsky	Assistant Principal NA
Coach Lorraine Scorsone	Coach Beth DeAngelis
ESL Teacher Jennifer McSorley	Guidance Counselor Cecil Payne
Teacher/Subject Area Courtney Massenberg	Parent NA
Teacher/Subject Area type here	Parent Coordinator NA
Related Service Provider Iman Elhalim	Other type here
Network Leader(Only if working with the LAP team) Roxan Marks	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	252	Total number of ELLs	8	ELLs as share of total student population (%)	3.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE		ELLs receiving service 4-6 years	5	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3	0		5	0	3				8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	0	5	0	3	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section 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	0	0	3	1									7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	0	0	3	2	0	8							

Part III: Assessment Analysis

Assessment Breakdown

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

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	0	0	0	0									1
Intermediate(I)	0	0	0	3	0									3
Advanced (A)	2	0	0	0	2									4
Total	3	0	0	3	2	0	8							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						1
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ELL's are assessed with Fountas and Pinnell and the citywide performance tests, as is the whole school population. Current levels show room for significant improvements in all five areas of ELL's reading skills. We will use data to determine reading groups, especially groups of struggling learners for targeted instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. It appears that based on our LAB-R results, 1 student scored as beginner/intermediate which shows more exposure to English is needed across all of the modalities. 2 other students scored as Advanced and shows that they have a grasp of the English language across all modalities. In terms of NYSESLAT, the third grade students are intermediate and the 4th grade students are advanced. Our goal is to move the 3rd grade students to advanced and move our 4th grade students as much as possible to no longer need ELL services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The state did not release the spring 2013 NYSELAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. We have noticed that our ELL students in 3rd grade, performed on average with their native English speakers on the NYS ELA and Math Exams.

b. Master Teachers analyze data and are responsible for creating grouping and reporting findings back to classroom teachers. As Master Teachers they also provide push-in and pull-out support in order to maintain student progress. Teachers use the data to identify students at risk and to group students according to their needs for small group differentiated instruction.

c. PS 770 plans to use the ELLs Periodic Assessments as way to track student progress and determine next steps, as far as academic and language goals for all ELLs. Native language will be used for new ELL students for literacy background, and prior knowledge of instruction in math, science, social studies, or concepts students have learned and retained and we will build upon that knowledge.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Within the daily routine of the classroom, students are grouped homogeneously and taught in small groups to provide Tier I intervention. Teachers use CCLS aligned curriculum and assessment which includes, ReadyGen, Go Math, Fountas and Pinnell Benchmark Assessment System, Teachers College Reading and Writing Project, and NYC Performance Assessments. Using constant classroom data, classroom teachers will be pulling small groups of students prior to the start of the day to provide Tier II intervention for students who require it. In addition, students who require further intervention will receive small group or 1-1 Tier III intervention with the ESL teacher.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers meet every morning for 90 minutes to discuss student progress, vet lessons, share instructional material, and plan targeted instruction based on the needs and demonstrated second language development of students. During this time, teacher teams may discuss considerations for children who are developing a second language with the ESL teacher. Together teachers discuss effective ways to support ELLs and integrate the use of technology, visuals, differentiated instruction and activities. All instructional decisions are discussed and agreed upon as a team with the support of the ESL teacher and Master Teacher on each grade.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We will use Fountas and Pinnell, ReadyGen, Go Math, and NYC Performance Assessments to evaluate the success of the ELLs in our school. For our 3rd and 4th grade students, we will also evaluate using the NYS ELA, Math, and Science exams.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration, the HLIS was given to families and check by Ms. Kathleen Kearns and the oral interview was given by Celenia Delgado in the native language of Spanish. Eligible students were administered the LAB-R within the first 10 days at the beginning of the school year by Master Teacher/ESL teacher Jennifer McSorley. In collaboration with the principal, Jessica Saratovsky, the entitled students were then placed in the programs as per parental choice. Parent Orientations for all the families of possible ELLs were conducted. During the meetings the parents learned about the available programs and watched the DOE Parent Orientation video. For parents who did not attend, the survey and information were sent in the mail. In the spring of 2014, the NYSESLAT will be administered by the ESL teacher. Students will be taking these parts in groups.

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.

First, parents receive an Entitlement Letter which lists their child's score on the Lab-R, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the ESL teachers, and general school contact information. The letter is sent as soon as a student is determined as eligible for services, and the letter includes a Parent Survey and Program Selection Form as per the instruction on the DOE Entitlement Letter.

The Parent Survey and Program Selection Form is returned to the ESL teacher which is held within 10 days of student admission to the school. Parents who attend the Parent Orientation receive a brochure at the start of orientation (in the native language). Parents view the DOE Orientation Video for Parents of English Language Learner. The video informs parents of the three choices available to them with the NYC public school system. After viewing the video, a Q&A session is held between the ESL teacher, administration, and parents. Parents then use the information provided to fill out a Parent Survey and Program Selection Form. If the parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to enroll in the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents receive Entitlement letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teacher, Ms. McSorley, and general school contact information is included in the letters. All letters are maintained in a secure file in the main office and ATS report (RLER) is used to determine NYSESLAT eligibility.

Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions.

The letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session. In the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

At the time that all of the before mentioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, which is a Freestanding ESL Program. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

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.

After LAB-R administration and ELLs' identification, the parent option forms will be evaluated. ATS is also updated within 20 days by the school secretary, Ms. Delgado. Then, Ms. McSorely, the ESL teacher, and Ms. Saratovsky, school principal, will send home the DOE formatted letters in the childrens's native language informing parents/guardians of placement of their children in a bilingual or ESL instructional program (DL, TBE, & ESL). These letters are copied before being sent home and a copy is kept in a secure file in the main office. The same process goes for continued entitled letters. If parents have any further questions, they are encouraged to call or visit the school for clarification.

Throughout the year, newcomer ELLs will be placed in the appropriate program based on their proficiency level as determined by the LAB-R results. Every effort is made so that the student is placed in a homogenous graded group of learners. The instruction is further differentiated to accomodate optimal learning in a low-anxiety learning environment where the ELLs feel safe to take educational risks. The ELLs are also encouraged to celebrate their unique cultural heritage and also encouraged to read and write in their first language when feasible and appropriate. The children will be grouped homogenously. After the first couple of weeks, adjustments and tweaking to the schedule will be made to provide an optimal learning environment to the extent possible.

Parents are informed of the latest research about ELLs by various means, in conversation or in print or in parent meetings and orientations. Parents are also encouraged to read to their children in their native language as research shows the transfer of literacy and numeracy skills across languages. Our GO Math Curriculum provides Spanish text for parents, if necessary.

Once all data from NYSESLAT and LAB-R results are studied and proficiency levels are determined , the principal directs the ESL teacher to schedule and place ELLs in groups that are based on performance levels to insure the ELLs receive the mandated 180 minutes for the advanced and 360 minutes of ESL services for the beginner and the intermediate ELLs.

The ESL teacher, Master Teachers, and the principal meet several times throughtout the year to schedule all groups of ELLs; to plan for ELL Periodic Interim Assessments and any other issues concerning ELLs' assessments and scheduling.

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

Our school will assure that all students that are reported on ATS reports (RLER and RLAT) as eligible for the NYSESLAT are administered the test starting on April 9th to May 16th, 2014. Ms. McSorley, ESL Teacher, will be responsible for administrating the test. ESL teacher will administer the Speaking component of the test between April 9th to May 16th, 2014. The listening, reading and writing components will be administered May 5th through May 16th, 2014. Test administrators will prepare prior to administrating the test by ordering materials on-time to begin administrating test on April 9th, as well as reading the Directions for Administration, and the School Administrator's Manual. If test with large print need to be ordered to meet the needs of certain ELLs, the exact amount will be ordered. Tests will be administered in a testing environment and all ELLs will receive an unlimited time to complete the test. Reading, Writing, and Listening test will be administered first thing in the morning, in order to provide as much time as necessary for all ELLs to complete the NYSESLAT to the best of their ability.

6. 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.) 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. 

In regards to the Parent Survey and Program selection from the beginning of the year are that majority of parents prefer to have their children in a monolingual setting with ESL services.

We have also noticed that some parents of ELL and non ELL students do favor dual-language models and we are interested in pursuing this possibility for our students and families. Our teachers/administration are currently working on developing a model that will meet the needs of our students and their families and fit our unique school vision for the future.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 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 differently in the morning and in the afternoon. The ESL instructor provides support through a push-in model within their structure, serving one grade of students at a time.
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)?

Our model features 3 teachers in a classroom of 50-60 students. ELA instruction is provided through team-teaching with ESL accommodations and scaffolding. Students receive 180 minutes of ESL instruction per week. The ESL/Master Teacher, Ms. McSorley meets with the kindergarten ESL students in a small group or individually during the school day and provides support to the 3rd/4th grade students throughout the day-pushing into their classroom.
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 foster language development and meet the demands of the Common Core Learning Standards.

The teachers in each grade team at PS 274 planed six interdisciplinary units (Agriculture, Medicine, Transportation, Engineering, Energy and Communication) during the summer and are now implimenting the units. During the planning process an ESL teacher was present and continues to work with the grade teams both teaching and with planning throughout the year. This assures that every single teacher in any grade is receiving pedagogical ideas, strategies and therefore everyone, including the ESL teacher is well aware of all the goals for each unit and student expectations. All units include hand-on projects, developing oral language through hetergenous groupings and are geared towards explorations and building prior knowledge, especially for our ELLs. Our literacy curriculum is based on ReadyGen Reading, Writing, and Phonics, a Common Core aligned curriculum provided by the NYCDOE. Some phonics is supplemented by Foundations. Graphic Organizers, role-playing, big books, songs, explorations, manipulatives and visuals are some of the tools and methodologies used to scaffold our ELLs' learning. The teachers also take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual language teachers also utilize ESL methodologies and strategies as they teach their students in English and Spanish. All teachers are committed to advancing our ELLs in English proficiency.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Newly entitled Spanish speaking students are administered the Spanish LAB to evaluate their literacy level. All ELLs have the

option of taking the math and science state exam in a translated version, providing that such exam is available in a translated version.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? During weekly meetings with the ESL teacher, the teachers plan their lessons to incorporate the necessary accommodations to address all the modalities. In addition, teachers in each grade meet daily to discuss student work and progress and closely monitor and track student performance.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).

a. Currently SIFE students have not been identified at our school. When SIFE students are identified we will analyze their data in order to identify specific needs and support them accordingly. If SIFE students are identified we will offer targeted intervention programs either during school hours or through after school programs which can be held in either English or Spanish. During school hours we will use peer-buddy and small group activities so that the SIFE students can gradually begin to adapt to the school culture and whole group discussions as they acquire the necessary oral language skills to participate in larger groups and feel safe to take educational risks. Those identified as SIFE will receive an individualized plan, one on one instruction from the ESL teacher as needed, as well as from the classroom teacher. TPR (Total Physical Response), the Natural Approach methodologies; Cognitive Academic Language Learning; Whole Language Approach; and Retelling are some of the approaches used to teach language based on the level of English proficiency for the SIFE. The instruction is adjusted as their English language skills are increased.

b. We recognize the demands of newly arrived ELLs and the longer-term ELLs are different and when both types of ELLs are grouped together, a variety of scaffolding methods will be employed to ensure differentiation and delivery of instruction. Specific strategies for each of the four language modalities will be taught in small groups. The ELLs will also use computers and various software to work on their listening skills specially targeting skills at hearing the beginning, middle and ending sounds. The newcomers will use software to help them decode sounds, and pronounce words as natives do. The Visual Graphic Organizers, Audio Visuals, Multicultural Resources, Alternative Assessment Instruments and other modified class work based on the level of English Proficiency are used as strategies to teach the Academic language skills to newcomers. For newcomer ELLs, the instruction is focused on BICS (basic interpersonal communicative skills), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their own needs and concerns. We use TPR and a Peer-Buddy system is in place for the newcomer ELLs to feel safe, happy and belonged in a low-anxiety, stress-free learning environment. As the newcomer ELLs acquire the language and as speech emerges naturally; they will be taught CALP (cognitive academic language proficiency) by various instructional strategies. The ESL classroom will continue to feature a print-rich environment that supports the acquisition of language. This means: a word wall will be in place, strategy charts related to the current units of study will be in place. Listening centers will be in place in classrooms for ELLs.

c. We look at the NYSESLAT results and have a quick intervention, which is a sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs. The goal for Pre Long-Term ELLs is to reach proficiency. To meet that goal, in addition to receiving the ESL minutes mandated by CR Part 154, we do the following: A combination of classroom inquiry like assistance is offered to the Pre-Long ELLs to become proficient in the modality in question. The instruction is consisted of focused instruction in reading and writing. The Pre Long-Term ELLs also receive intervention in the areas of reading and math. The Pre Long-Term ELLs will also participate in the NYSESLAT test prep to acquire the skills needed to successfully reach proficiency in the NYSESLAT 2014.

d. The goal is for our Long-Term ELLs to reach proficiency and test out of NYSESLAT. In order to meet that goal, the Long Term ELLs along with all other ELLs will participate in the NYSESLAT preparations and enrichment activities.

e. The plan for the former ELLs that pass the NYSESLAT is to continue to provide modified support through heterogeneous activities and utilizing them as models for current ELLs, in order to instill leadership skills. In addition all former ELLs will receive time and a half when they are in a testing grade. Although if our current ELLs pass the NYSESLAT this year (2013-2014), these will be our former ELLs for the 2014-2015 school year and therefore will be eligible for at least time and a half or double time.

7. 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?

We will serve our ELL-SWDs with ESL services and native language support, as per CR Part 154 and as mandated by their IEPs.

We highly differentiate instruction based on the theory of Multiple Intelligences, which accounts "for a broader range of potential in children." ESL teachers will consult with other teachers on their team who teach the same ELLs, introducing material and discussing the children's specific needs. Eligible ELLs-SWDs are served as per their IEPs.

STRATEGIES USED BY TEACHERS OF ELLS-SWDs :

- Lessons are presented in various ways such as using music, field trips, cooperative learning and multimedia related to a student's

cultural and social background.

- We also use schema building approach for academic literacy where ESL teacher or ELL- SWDs directs ELLs to preview the text before the Read-Aloud or Shared Reading. The teacher walks through the pages noting titles, paragraphs, pictures/illustrations so that ELLs can start the reading task with a general sense and feel about the story as the teacher draws the students' attention to a more in dept analysis of the book.
- Shared reading and choral reading using various ESL methodologies are the central focus of the ESL program.
- Our school is using ReadyGen which provides cognets, which ELLs can use to transfer knowledge and make connections. GoMath are available in both English and Spanish.
- Guided reading & writing; graphic organizers; modeling; small groups structured conversation; poem memorization; flash cards; spelling words incorporated into reading; conferencing; circling unknown words in reading material; labeling classroom supplies/ objects in both languages; visual aids; using colors to distinguish parts of speech in modeling writing; Read Aloud, and facilitated discussions; Think Aloud; Writing Prompts.

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

To meet the diverse needs of our ELL-SWDs within the “least restrictive environment” we work hard to be mindful of the ELL-SWDs unique needs. We try to bridge the gap between our teaching styles and their learning styles by using various strategies, prompts and material as indicated above. We have teachers and para professionals trained to Serve ELLs with Disabilities in a caring environment conducive to learning. ELL-SWDs are offered equal and appropriate access to all programs and activities at PS 274 to achieve the grade level standards. The ELL-SWDs are encouraged and assisted to have meaningful participation in all the activities along with their non-disabled peers and othe ELLs during the interdisciplinary period. We will try to meet the ELLs' IEP goals and/or try to progress closer to achieving their goals. The ELA teacher also reinforces classroom teaching points to help ELL-SWDs with their unique needs in the “least restrictive environment” based on their academic, social, lingual and cultural needs.

Courses Taught in Languages Other than English 

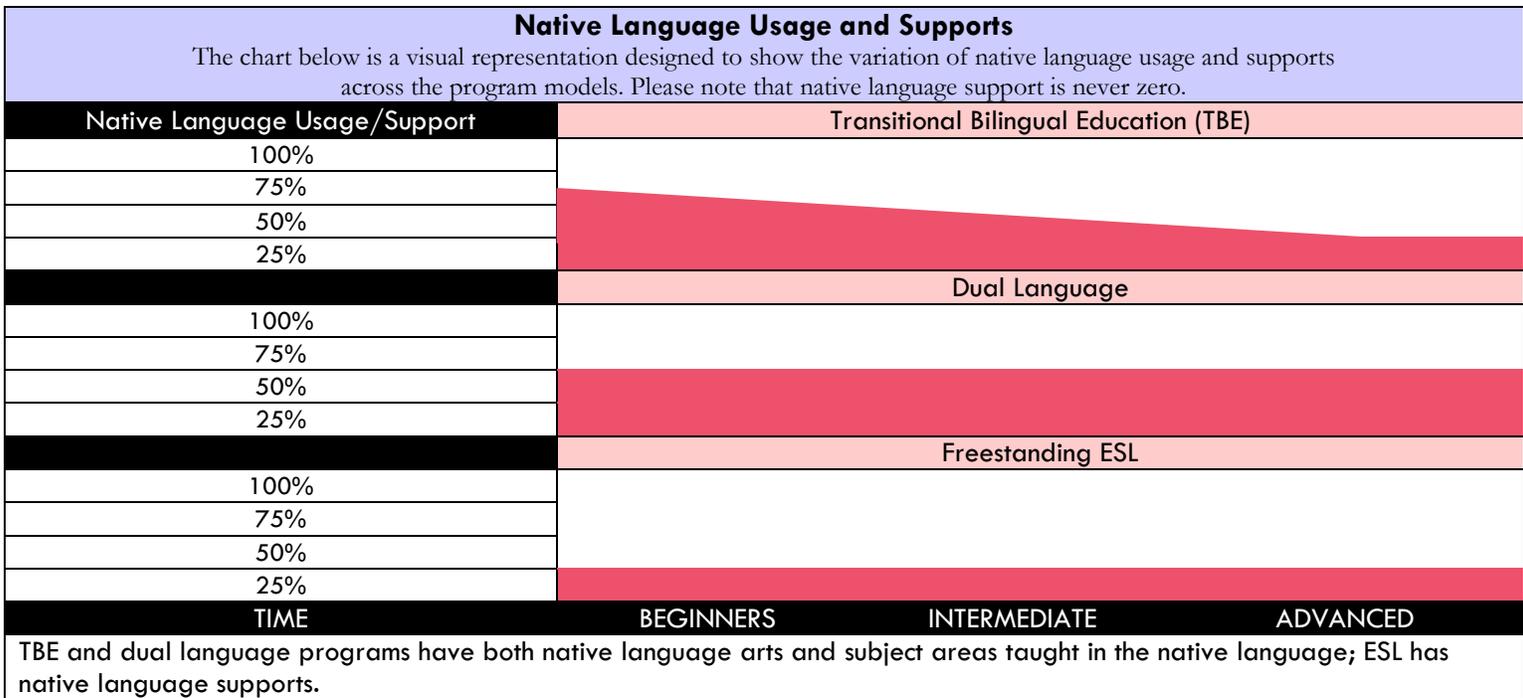
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	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	45 minutes per day	45 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

9. 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.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are constantly evaluating our ELL program and finding better ways to provide the necessary services. We look at all of our periodic assessment data and analyze the results. Using those assessments mentioned in other sections, we analyze the growth of our ELL students through these assessments to determine if we are meeting their needs.
11. What new programs or improvements will be considered for the upcoming school year?
- Increase Tier II and Tier III intervention. We want to ensure that our students identified as beginner, intermediate, and advanced are constantly moving forward in their skills. We would like to have programs that involve both students and families participating in dual-language learning.
12. What programs/services for ELLs will be discontinued and why?
- NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are welcome and encouraged to participate in all extracurricular activities, including the Afterschool program that offers students lessons in karate, music, and arts enrichment. ELLs participate in morning exercises with the whole schools, and in structured play with their House groups in the afternoon. ELLs also attend all field trips with their classes, where teachers are encouraged to provide additional support as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include books, videos, manipulatives, realia, and references. Books are available in simplified English, in native language, and on many multicultural topics. Videos, manipulatives all provide students with a base of common experience for discussions and reactions, in English or the native language if the student chooses. A review of the NYSESLAT and LAB-R data indicates that extra emphasis needs to be placed on writing, and reading skills. ELLs will continue to be instructed across a variety of genres. ELLs will also actively participate in all test prep enrichment programs in after school and on Saturdays when they are offered. ELLs along with general Education students will have access to classroom libraries, in both English and Spanish where materials can be provided. ELLs will also have ample opportunities to view videos related to their area of study and teachers will consistently use smart boards in their classrooms to support students of all ability levels. ELLs will have access to classroom computers to conduct research, complete interactive activities and actively learn about new topics of interest and current areas of study. ELLs participate in every project and program that others mainstream students are participating in.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our school is designed to help students build literacy in their native language as well as English. All language backgrounds are recognized through multicultural books and experiences. When needed, translation services are made available.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- In each grade, students have access to books and materials that are developmentally appropriate and leveled. Visual aids are readily available and easily recognizable to all students. All materials, resources, and instruction are age/grade developmentally appropriate. The teachers create heterogeneously mixed groups in an age and level-appropriate manner. For example, Beginner/Intermediate groups in the Freestanding ESL program may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The teachers are careful to use grade-appropriate resources and texts by using student reading levels to help select books for activities and create grade appropriate worksheets. There is a guided reading library at our school that is available to all teachers that is organized by levels and genres and with worksheets, in order to provide teachers with as many age and grade level appropriate materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the start of the school year, the incoming kindergarten class has an orientation day to meet their teachers, get to know the classroom, and begin to learn some school routines. Students joining grades 1-4 receive extra consideration and given a buddy to

help acclamate them to their new school environment.

18. What language electives are offered to ELLs?

We are hoping to offer Spanish and French in the future.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 are encouraged to attend PD throughout the school year. Teachers also meet with the ESL coordinator and teacher to learn and implement best practices for ELL students. 1.

- Staff Development is available through our (4) Master Teachers and ESL teacher. Teachers will also participate NYC professional workshops and those provided by our CFN.
- Demonstration lessons are facilitated by our Master Teachers.
- In-house staff development consistently takes place during our 90 minute grade team meetings each morning, as well as during our monthly faculty conferences.
- We will continue to partner with our CFN and will continue to schedule professional development workshops when they are available.
- PS770 encourages our teachers to visit their peers' classrooms and to learn from each other through formal and informal inter-visitations, video taping of lessons, instructional rounds and scheduled reflection sessions.

Teachers attend summer professional development sessions to unpack Common Core State Standards and plan Common Core aligned units of study that include ESL strategies and methodologies and make Common Core aligned learning accessible to all ELL students. PS 770 offers 2 weeks of professional development sessions allowing teacher teams by grade to develop and plan interdisciplinary units of study for the entire school year. Teachers also receive support and guidance from Master teachers as they prepare Reading, Writing and Phonics instruction using ReadyGen and math instruction using GoMath. All teachers also receive Common Core training in partnership with PS 274 in the Bronx, and from Master Teacher and Common Core Fellow Elizabeth Deangelis. PS 274 believes that developing teachers and giving them opportunities to plan in teams during summer sessions makes our teachers better equipped to address Common Core State Standards throughout the school year and makes rigorous learning accessible to ELLs at all proficiency levels.

As one of three current The New American Academy (TNAA) schools we partner with PS 274 and The New American Academy's Charter School to share best professional practices and collaborate on planning and implementations of supports for both teachers and students. As the New American Academy continues to grow we project to extend our unique model into a middle school in the near future. This collaboration among our schools will allow us to identify and become better equipped at meeting the needs of our ELL students as they move into the upper elementary grades and then middle school.

We also support our staff by making technology, computers and Smartboards, available allowing them to teach 21st Century skills to our young students and begin preparing them for college and career readiness.

- Our teachers are provided with more than the minimum 7.5 hours of ELL training during common preparation periods, staff development days, summer professional development sessions, grade conferences, and faculty conferences. Agendas, logs and copies of any associated documents are kept by Bilingual/ESL Coordinators and copies are also placed in teacher files.

Next year, as we will have 5th graders, we will create a transition plan.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The New American Academy hosts a weekly parent forum with the Principal where parents of students of all grades are able to learn about the researched based principles on which our unique school model is based as well as voice any questions, concerns or needs. This forum is delivered by the principal, Jessica Saratovsky and is open to all parents. In conjunction with the forum, parents participate in a book study and round table discussion with the Principal and Master Teachers at PS 770 For example, currently the group is reading "How to Talk so Kids will Listen, How to Listen so Kids will Talk" by authors Adele Faber and Elaine Mazlish. Throughout this type of thoughtful involvement, PS 274 is able to make a lasting connection between school and home.

Additionally, on a bi-monthly basis, or at the end of each six-week interdisciplinary unit, parents are invited to a curriculum learning celebration. Students are able to display the culmination of their studies in an authentic manner that draws parents into the classroom. This celebration is a collaborative effort put on by each grade level team, and takes place as an entire school on the day of the celebration. On a daily basis, parents are welcome to accompany their children into the classroom. PS 770 follows the TNAA model and has an open-door policy where parents are always invited to observe, ask questions, and volunteer in the classroom. This coordination is done by classroom teachers alongside master teachers from each grade level team. A grade level newsletter is sent home weekly, which includes information about what students have been learning throughout the week in core subjects as well as current activities parents can do at home to reinforce learning in the classroom. All communication with parents is available in both English and Spanish for each grade level.

Lastly, PS 770 has an active PTA. Carmen Castillo-Barrett is president. Ley Ferguson is vice president. Amanda Brokaw is secretary, and Fleur Monroe is PTA treasurer. We have a strong group of PTA parents that volunteer at our school and help with lunchroom duties during both breakfast and lunch and during special events and fundraisers, such as during the taking of school pictures.

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 constant communication, PTA meetings, and phone calls. 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. We do not currently have a Parent Coordinator.

4. Parents are encouraged to attend weekly Parent Forums with the principal. They are encouraged to volunteer and observe in the classrooms. By doing so, these parents have access to our teachers and everyday classroom activities. Parents and teachers are in constant communication through visits, weekly newsletters, and monthly curriculum celebrations.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The New American Academy

School DBN: 17K770

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Saratovsky	Principal		10/30/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jennifer McSorely	ESL Teacher		10/30/13
	Parent		1/1/01
Courtney Massenberg	Teacher/Subject Area		10/30/13
	Teacher/Subject Area		1/1/01
Lorraine Scorsone	Coach		10/30/13
Elizabeth DeAngelis	Coach		10/30/13
Cecil Payne	Guidance Counselor		10/30/13
Roxan Marks	Network Leader		10/30/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K770 School Name: The New American Academy

Cluster: 4 Network: 401

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. ATS and ARIS also provide us with data regarding students' home languages in addition the Home Language Identification Survey. With this information we are able to determine which languages and the number of documents we need translated in each identified language. For immediate translation, staff members are able to translate the majority language (Spanish). For languages that we are unable to translate here at the school or large documents we utilize the DOE's translation services to translate.

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 8 students are ELL and who parents language of choice is not English. 7 of those families are Spanish speaking and 1 speaks Haitian-Creole. There and administrative staff have been informed of the parents' language preferences. We rely on ATS Home Language Data as well as preferred language information to determine what should be translated. We receive feedback from families in reference to our weekly newsletter, official letters from the DOE, and other documents that we send home. We translate the necessary documents based on this feedback.

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 and Jennifer McSorley, Master Teacher. Mimi, coordinator of the cafeteria is available during the school day for Haitian-Creole translation if needed. The school will compensate staff members via per-session payments for written translation services 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.

Oral interpretation will be provided by school based teaching and support staff, parent volunteers (when available) and outside contractors on a as needed basis for whole school events. If there is a family that needs immediate interpretation that we cannot provide in school, we utilize the DOE telephone translation 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>.

All parents receive a copy of the Bill of Parent Rights and Responsibilities in their primary language. Translations for the document will be retrieved from <http://schools.nyc.gov/Parents/Newsinformation/BillofRights.htm>. If we have more than 10% of children that speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language for signs and necessary forms and shall post and provide the forms in accordance with Chancellor's Regulations. We will also direct families to the Department's website to find more information about translation services.