

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K770

School Name:

P.S. 770 NEW AMERICAN ACADEMY

Principal:

JESSICA SARATOVSKY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 770-The New American Academy School Number (DBN): 17K770
Grades Served: Pre-K through 5th Grade
School Address: 60 E. 94th Street, Brooklyn NY 11212
Phone Number: 718-221-5837 Fax: 718-221-5947
School Contact Person: Jessica Saratovsky Email Address: jsaratovsky@schools.nyc.gov
Principal: Jessica Saratovsky
UFT Chapter Leader: James Hambel
Parents' Association President: Ley Ferguson
SLT Chairperson: Jessica Saratovsky
Title I Parent Representative (or
Parent Advisory Council
Chairperson): TBD
Student Representative(s): N/A
N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place, Brooklyn NY
Superintendent's Email Address: cellis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: (718) 759-5131 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Saratovsky	*Principal or Designee	
James Hambel	*UFT Chapter Leader or Designee	
Ley Ferguson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
TBD	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Yanik Breving	Member/ teacher	
Jennifer McSorley	Member/teacher	
Colleen O’Brien	Member/ teacher	
Elizabeth DeAngelis	Member/ teacher	
Sarah Kugelman	Member/teacher	
Katie Peinovich	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarah Holden	Member/ parent	
Patricia Wright	Member/ parent	
Kazandra Bonner	Member/ parent	
Victoria Johnson	Member/ parent	
LaFleur Cumberbatch	Member/ parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. PS 770, is an elementary school located in District 17 comprised of grades Pre-K through 5th grade. The school is 1% Asian, 72% Black, 10% Hispanic, and 11% White. In 2014-2015 school year there was a 93% attendance rate with 66% of student who received free lunch. 14% of the students are Special Education students and 2% are classified as English Language Learners. We are located in the Crown Heights section of Brooklyn. Our mission statement is "to empower learners and inspire leaders to make this a better world." PS 770 operates using an open classroom concept with a team teaching approach. Each grade is comprised of a cohort of 50-60 students who loop together with their teachers. Each cohort is lead by a teaching team of 3 or 4 teachers, including an embedded Master Teacher who is charged with leading the team of adults and ensuring sound instructional practice for the students. Each team has 60 minutes of daily collaborative time to vet lessons, analyze student data, meet with parents, discuss students, plan curriculum, and view recorded lessons using the lens of instructional rounds. In addition to the daily 60 minutes, each teacher team engages in 80 minutes of weekly reflective practice using a reflective protocol. Every 6 weeks, the teams meet with a reflective practitioner to analyze themes and trends across the team and/or school to strengthen team dynamics and effectiveness. This school year we have also explored different types of teaming using Professional Learning Communities as a way for teachers to work together across grades and across content areas.

All new faculty members attend a 5 week summer training which includes a week at Harvard University to engage in learning around reflective listening and understand Myers-Briggs Personality Profiles. This allows teams to work with Harvard professors to communicate and collaborate more effectively and deepen the understanding of all team members. We focus on a social/emotional initiative using RULER, a program developed at the Yale Institute for Emotional Intelligence and the implementation of the Positive Behavior Intervention System (PBIS). We partner with various arts organizations such as Marquis Studios, Young People's Choir of New York City (YPC) and Circuit Productions to give all students access to theater, dance, and visual arts. Our after school program has partnerships with NY Cares, Trailblazers, Circuit Productions, Purple Dragon, and Girl Scouts of American.

Parent engagement is a huge focus at our school. The principal holds weekly parent forums on Fridays from 8:30-10:00 AM to engage in conversation using articles and books around parenting.

2. Within our school, we have a 14% special education population. Their needs range within ICT, SETTS, Guidance, Speech, Occupational Therapy, and Physical Therapy.

3. Our greatest progress this year was increasing parent engagement and focusing on targeted small group instruction. We increased our parent communication using e-mail and creating a school website (ps770.org) which helped increase effective communication to parents about attendance, calendar reminders, events, and recognition of students. Additionally, we utilized our daily exercise block to create an additional targeted small group instruction time. In addition to the instruction in the classrooms, our students go to exercise daily for 40 minutes. During this time, each teacher takes 3-5 students for targeted instruction either in enrichment or remediation. Every 6 weeks, the teachers assess the students' progress to possibly switch the students in the group or keep the group constant. The instruction is either in reading, writing, or math. With the implementation of this initiative, we have seen a tremendous impact on student achievement. Additionally our focus this year is to create more of a focus on data driven instruction using systems such as Datacation and the i-Ready diagnostic in addition to MoSL and the State Exams.

17K770 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	295	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	66.8%	% Attendance Rate		92.7%
% Free Lunch	62.5%	% Reduced Lunch		8.3%
% Limited English Proficient	3.2%	% Students with Disabilities		16.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		73.5%
% Hispanic or Latino	9.9%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	9.1%	% Multi-Racial		6.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.12	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		3.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.6%	Mathematics Performance at levels 3 & 4		16.9%
Science Performance at levels 3 & 4 (4th Grade)	85.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

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. 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.

Strengths:

- Teacher teams
- Embedded Master Teacher
- Targeted small group instruction
- Weekly newsletters
- Homogeneous groupings for content areas (math, reading, and writing)

Needs:

- Diving deeper into individual student needs/differentiation even within a homogeneous group of students
- Increase parent attendance at parent/teacher conferences
- Increase targeted communication and resources for parents

Part 2 – Annual Goal

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

By June 2016, as measured by the New York State Math exam students who score level 3 or 4 will increase by 3%. By June 2016, as measured by the New York State ELA exam students who score level 3 or 4 will increase by 3%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers use daily team meetings to look at and discuss student work and progress</p> <p>Teachers use daily team meetings to analyze student data and student groupings</p> <p>Student groups are re-evaluated every 6 weeks to make necessary shifts</p>	<p>Tier I, Tier II and Tier III students</p>	<p>September 2015-June 2016</p>	<p>Headmaster, Master Teachers, Classroom Teachers, SETTS provider</p>
<p>Ready NY Testing Curriculum and i-Ready Diagnostic</p> <p>Go Math</p>	<p>Tier I, Tier II and Tier III students</p>	<p>September 2015-June 2016</p>	<p>Headmaster, Master Teachers, Classroom Teachers, SETTS provider</p>
<p>Back to school workshops</p> <p>Parent/teacher conference updates</p> <p>CCLS and Testing Workshops for Parents</p> <p>Weekly newsletters</p> <p>Parent communication with Master Teacher when necessary</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Headmaster, Master Teachers, Classroom Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources: Master Teachers, classroom teachers. Allows for teams of 3 or 4 teachers.</p>
<p>Instructional Resources: Go Math, ReadyGen, Exemplars, EngageNY, ReadyNY, iReady Diagnostic, Datacation</p>

Schedule Adjustments: instruction time during exercise time, per session for after school support

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

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

Part 5 – Progress Monitoring

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

The teachers have looped with the students since kindergarten. Therefore we have reading and math data that spans across a few years. Additionally, we will give the i-ready diagnostic benchmark in September, January, and May to monitor progress and track academic achievement to predict how students will perform on the state exams. Additionally, we use Focus Friday to give practice exams in test-like conditions where the teachers are able to then monitor progress and target instruction across the standards.

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

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

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

Part 1 – Needs Assessment

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

As indicated by reports in OORS in 2014-15, A24 and A33 (Chancellor’s Regulations) were identified as areas in need of improvement. While at PS 770, we implement our HEART values (humility, empowerment, aspiration, responsibility, and teamwork), we would want to increase our students’ ability to internalize these values and use them in all aspects of the day and locations within the school.

Part 2 – Annual Goal

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

By June 2016, RULER and Positive Behavior Intervention System (PBIS) will be implemented in 100% of classrooms as evidenced by referrals, data collection, mood meter check-ins, reflection sheets or journals leading to a 5% decrease in incident reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly Town Hall Meetings as a reinforcement of H.E.A.R.T values and PBIS structure, daily lessons around HEART and RULER</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Headmaster, classroom teachers, and Support Staff</p>

Weekly Friday Parent Forum meetings to engage parents in conversations and information around HEART, RULER, and PBIS as well as “how to talk so kids will listen, and how to listen so kids will talk”	Parents	September 2015-June 2016	Headmaster
Teachers, Headmaster, and Support Staff will observe and monitor student use of self-regulation strategies and demonstration of H.E.A.R.T. values.	All students K-5	September 2015-June 2016	Headmaster, classroom teachers, and Support Staff
Teachers, Headmaster, and Support Staff will track the number of incident reports in OORS and Datacation.	All students K-5	September 2015-June 2016	Headmaster, classroom teachers, and Support Staff

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Instructional Resources: RULER training, PBIS Professional Development, RULER resources</p> <p>Attendance to District 17 TAC-D meetings and Culturally Responsive Education (CRE) Professional Development</p> <p>Human Resources: Parents, Headmaster, Teachers, Support Staff, Staff Developers, District Support through Ms. Padmore and Ms. Sargeant</p> <p>Schedule Adjustments: PBIS committee meets monthly, implementation of morning meeting/end of day meeting in classroom schedules</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>The PBIS committee will meet on a monthly to collect and analyze the data around student behavior and student progress. This data will also be shared at weekly leadership meetings between the Headmaster and the Master Teachers in order to make instructional changes. By February 2016, there will be a 2.5% decrease of incidents as measure by OORS and PBIS referrals.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Teacher collaboration is strength at our school since our model creates teacher teams with an embedded Master Teacher. Each team has 60 minutes of collaborative planning time each day to vet lesson plans, give feedback on teaching through peer review, and to analyze student data. This has been a highlighted strength in our 2014-2015 Quality Review. However, our QR also stated that our teachers can use improvement on targeting students more by student engagement and differentiation. Therefore our goal is around the work for these teachers. By June 2015, 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.

Part 2 – Annual Goal

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

By June 2016, 50 % of teachers will show growth from developing to effective in one of the following Danielson indicators: 3B, 3C, 3D as measured by ADVANCE through formal and informal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Year long professional development around differentiation as related to 3B, 3C, and 3D (Instructional Focus) using a framework from National Board Certification Professional Development.	All teachers	September 2015-June 2016	Headmaster and Master Teachers
Daily team meetings to vet lesson plans and to view teacher videos and provide feedback.	All teachers	September 2015-October 2016	Master Teachers and Partner Teachers
Teachers' reflection and rating on informal and formal observations.	All Teachers	September 2015-June 2016	Master Teachers and Headmaster
Tri-annual 2:1 meetings	All teachers	September 2015-June 2016	Master Teachers and Headmaster

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: Embedded Master Teacher in each grade Summer training											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Each teacher self rates where they fall on the 8 components of Charlotte Danielson's Framework for Teaching. A 2:1 meeting is held 3 times a year as teachers measure their own progress in conjunction with the Master Teacher and the Headmaster.</u>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

As a school with a career ladder, we wanted to put systems into place that evaluate the growth and effectiveness of the leadership. The teachers self-evaluate 3 times a year but there is no system or mechanism for teachers to provide feedback to the leadership (master teachers and headmaster) or for the leadership to self-evaluate. The Master Teachers mentor the teachers on a daily basis based on their goals, but this doesn’t happen at the Master Teacher level. There is a realization that the Master Teachers need feedback and goal setting as well to be the most effective instructional leader they can be.

Part 2 – Annual Goal

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

By June 2016, the Headmaster will have met and conducted 1:1 meetings, 3 times a year, with each Master Teacher using a leadership rubric (inspired by Kim Marshall’s rubric for leadership).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creating a research based leadership rubric using Kim Marshall’s rubric for leadership as guidance</p>	<p>Master Teachers</p>	<p>September 2015-June 2016</p>	<p>Headmaster and Master Teachers</p>
<p>Conduct 1:1 meetings with Master Teachers and conduct ongoing observations and feedback sessions with Master Teachers</p>	<p>Master Teachers</p>	<p>September 2015-June 2016</p>	<p>Headmaster and Master Teachers</p>
<p>Conduct instructional rounds</p>	<p>Master Teachers</p>	<p>September 2015-June 2016</p>	<p>Headmaster and Master Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Master Teachers Kim Marshall’s rubric for leadership</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Each Master Teacher self rates where they fall on the leadership rubric A 1:1 meeting is held 3 times a year as master teachers measure their own progress in conjunction with the Headmaster.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Our community and family ties is extremely strong with an open door policy, various volunteer opportunities, curriculum celebrations, class parents, and active PTA, and a weekly parent forum. However, our attendance for the “Back to School” night in September and the “Looking forward to next year” conference in March were not well attended.

Part 2 – Annual Goal

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

By September 2015 and May 2016, the parent attendance at these parent/teacher conferences will increase by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent outreach through phone calls, emails and notices, and surveys</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Headmaster, Teachers, support staff</p>

Incentives for attending (raffles, bake sales, etc...)	Parents	September 2015-June 2016	Headmaster, Teachers, support staff, PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Teachers, Headmaster, Support Staff, PTA Board, Class Parents, Parent Coordinator											
Instructional Resources: school created and DOE created environmental surveys, PBIS Heart Bucks											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After each PTC we will compare the data from the previous year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Guided Reading ReadyGen Scaffolded Strategies LLI Ready NY	Small group	During the school day Average 3 times per week for 30 minutes. After school sessions.	During the day or after school pending per session
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. After school sessions	During the day or after school pending per session
Science	Student-Centered Projects	Small group	Small group	2-3 times weekly for 60 minutes
Social Studies	Student-Centered Projects	Small group	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 and one on one	Small group and one on one	During the school day as needed Average session: 30 minutes

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Educational Leadership Team

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	153,056.00	X	Parent resources for Parent Forum

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,762,343.00	X	Per session for after school academic support

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 770** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 770** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS 770 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Jessica Saratovsky	Assistant Principal NA
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Jennifer McSorley	School Counselor Celenia Delgado
Teacher/Subject Area NA	Parent Ley Ferguson
Teacher/Subject Area NA	Parent Coordinator Deneice LaForest
Related-Service Provider Jennifer McSorley	Borough Field Support Center Staff Member type here
Superintendent Clarence Ellis	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	295	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	0	0	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	2												0
Emerging (Low Intermediate)			2											0
Transitioning (High Intermediate)						1								0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELL's are assessed with Fountans and Pinnell,i-ready diagnostic, and the citywide performance tasts, 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, expecially groups of struggling learners for targeted instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 students scored as beginner/intermmmediate which shows more exposure to English is needed across all of the modalities. 2 other students scored as Intermmmediate and shows that they have a grasp of the English language across all modalities. In terms of NYSESLAT, the third grade students are intermmmediate and the 4th grade students are advanced. Our goal is move the 3rd grade students to advanced and move our 4th grade students as much as possible to no longer need ELL services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - 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.
 - 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 rish 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

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

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.

7. For dual language programs, answer the following:

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

N/A

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

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 and 5th 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.

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

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 2016, the NYSESLAT will be administered by the ESL teacher. Students will be taking these parts in groups.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE questionnaire and student work.

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

The teachers meeting with Ms. McSorley the ESL certified teacher.

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

Letters are generated and distribute to parents by the principal.

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

The parent guide is distributed with the letters that are generated.

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

After 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. McSorley, 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 accommodate 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 homogeneously. 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 throughout the year to schedule all groups of ELLs; to plan for ELL Periodic Interim Assessments and any other issues concerning ELLs' assessments and scheduling.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent coordinator has a list to check off.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Parent coordinator has a list to check off.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Celenia Delgado
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The testing coordinator works with the teachers who administer the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The parent coordinator works with the principal and Ms. McSorely. Since there are only 6 ESL students it is quite simple to keep track.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We group our students in a variety of ways throughout the day and the ENL students are incorporated in our groupings. The students travel in homogeneous groups with push in and pull out support by the Master Teacher and the ESL provider.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We use a push in and pull out model.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The teachers in each grade team at PS 770 plan six interdisciplinary units (Agriculture, Medicine, Transportation, Engineering, Energy and Communication) during the summer and are now implementing 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 hands-on projects, developing oral language through heterogeneous 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 home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. 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 minues mananted by CR Part154, 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 2016.

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 hetergenous activities and utlizing 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 (2014-2015), these will be our former ELLs for the 2015-2016 school year and therefore will be eligible for at least time and a half or double time.

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

N/A

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

Our model features 3 or 4 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.

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

We utilize homogeneous groupings, SETTS, and an embedded Master Teacher to support students and teachers.

Chart

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

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

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

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



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

Chart

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

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

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

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

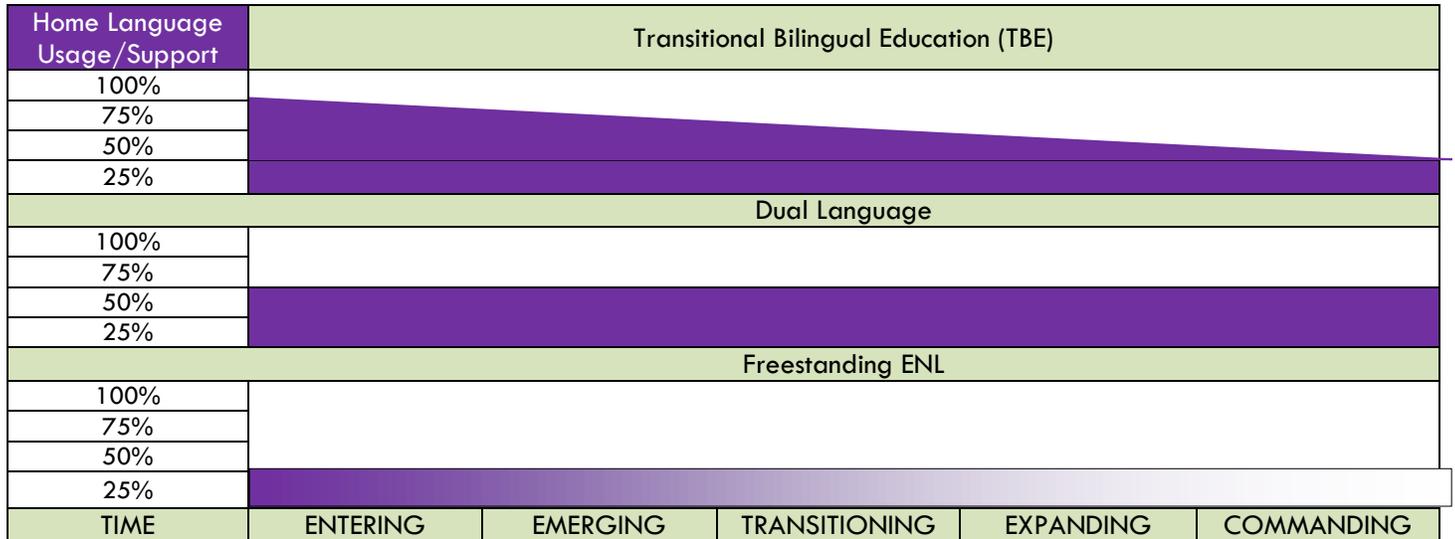


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
SETTS, RTI, and LLI all in English
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We have found that our model provides ample support for our students because of an embedded Master Teacher and the utilization of teaching teams.
12. What new programs or improvements will be considered for the upcoming school year?
i-ready diagnostic and MyOn Reading.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
MyOn Reading, Reading A-Z, and visual cues using smartboards and document cameras. 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and 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 provided teachers with as many age and grade level appropriate materials.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
none at the moment.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See Above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
See Above
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
See Above

C. Parental Involvement

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

Paste response to question here: 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. Ley Ferguson is president. LaFleur Cumberbatch is vice president. Amanda Brokaw is secretary, and Carinna Primmus 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.

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

Through the Master Teacher

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
See above
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
none
5. How do you evaluate the needs of the parents?
See Above
6. How do your parental involvement activities address the needs of the parents?
See Above

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: 770

School DBN: 17k770

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Saratovsky	Principal		6/26/15
	Assistant Principal		1/1/01
Deneice Laforest	Parent Coordinator		6/26/15
Jennifer McSorley	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17k770**

School Name: **The New American Academy**

Superintendent: **Clarence Ellis**

Before you begin, please check the following:

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

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

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

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

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

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

The school currently has 6 students are ELL and who parents language of choice is not English. 5 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: Creating a Communications Calendar

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

lunch forms
report cards (if requested)
weekly classroom newsletters (if requested)

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

parent teacher conferences-September 17, November 5, March 3, and May 12
Curriculum Celebrations: October 30, December 19, February 12, March 24, May 12, June 17
Tuesday parent engagement-8:00 AM-9:30 AM

Part C: Providing Language Assistance Services

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

Several staff members will provide written translation services. They are Ms. Celenia Delgado, Guidance Counselor 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Several staff members will provide written translation services. They are Ms. Celenia Delgado, Guidance Counselor 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

Part D: Training Staff on Policies and Procedures

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

Language ID Guide and other information distributed at staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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.

Part F: Monitoring and Quality Control

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

parent survey 3 times a year
focus group at Parent Forum (weekly)