



THE ACADEMY FOR SOCIAL ACTION

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 05M367
ADDRESS: 509 WEST 129TH STREET
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M367 **SCHOOL NAME:** The Academy for Social Action

SCHOOL ADDRESS: 509 West 129th St

SCHOOL TELEPHONE: 212-234-310 **FAX:** 212-234-8597

SCHOOL CONTACT PERSON: Rhoksha Ford **EMAIL ADDRESS:** RFord2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frederick Nelson

PRINCIPAL: Crystal Simmons

UFT CHAPTER LEADER: Griffin Terry

PARENTS' ASSOCIATION PRESIDENT: Judith McClain

STUDENT REPRESENTATIVE:
(Required for high schools) Malaka Banks

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Gerri Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Crystal Simmons	*Principal or Designee	
Terry Griffin	*UFT Chapter Chairperson or Designee	
Julia McClain	*PA/PTA President or Designated Co-President	
Donna Banks	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Malaka Banks	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jeffery Moore	Member/Teacher	
Bambela Mpongo	Member/Teacher	
Suzanne Zeitlin-Mellor	Member/Guidance	
Danieta Morgan	Member/Teacher	
Kim Pyant	Member/Teacher	
Sharon Fortune	Member/Parent	
Jacqueline Concepcion	Member/Parent	
Sabrina Fincher	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of The Academy for Social Action: A College Board School The mission of the Academy for Social Action is to cultivate, educate, and graduate tomorrow's leaders while inspiring them to shape the many communities in which they reside. ASA students will become college-bound family and community leaders who are concerned for the rights and welfare of others, socially responsible, and confident in their capacity to make a difference. Our students will realize their innate potential and learn to capitalize on their strengths by understanding where they are now and focusing on their futures.

The Academy for Social Action (ASA): A College Board School opened its doors in September of 2007 with a total enrollment of **175** students. Our curricular program offers a continuum of instruction from middle school through high school, with a focus on preparing students to meet academically challenging curriculum which will lead to an advanced Regents Diploma. In addition, students are expected to take a minimum of two advanced placement courses that will ensure them access to higher education and prepare them to compete and succeed in a global workforce. Instruction is student-centered and inquiry based. Student observations and baseline assessments are utilized to develop curriculum and determine student placement. Language acquisition skills through literacy and the development of critical thinking skills are infused through the core curriculum. A structured, academically-rigorous curriculum will emphasize content area skills, and independent critical-thinking, while exposing our students to a rigorous, accelerated curriculum such as the College Board English Language Arts Spring Board and the College Preparatory Math Curriculum. Additionally, our college preparation program offers students three levels of support. We focus on creating a college-bound culture in our school where every student is cultivated and enriched through high expectations, rigorous academics and service learning activities. Next, students are expected to engage in a plethora of academic course work and enrichment activities that will result in admission to accredited universities. We also provide students with college counseling that will facilitate the college application and admissions process in collaboration with the College Bound Initiative (CBI), and The College Board.

ASA is designed to educate, cultivate and support tomorrow's leaders while providing guidance for students from the middle school through high school graduation. We facilitate this practice through our advisory program is designed to provide counseling focusing on social, emotional and academic development of our students and is supported by Educators for Social Responsibility. We also have weekly staff meetings and study groups to support our staff. Differentiated instruction, across content areas and common planning time during the day, extended day programs, and bi monthly Saturday programs also support these goals. Our Academic Intervention Services are supported with small class size and a team-teaching model approach during the regular and extended school day.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:		Academy for Social Action: A College Board School					
District:	5	DBN:	05M367	School BEDS Code:	310500011367		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√	11	√	
K	4	8	√		12		
1	5	9	√	Ungraded		√	
2	6	√	10			√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	90.5/85.6	91.0/81.8	TBD	
Kindergarten		0		0	0		
Grade 1	0		0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	97.6	95.1	TBD	
Grade 4		0		0	0		
Grade 5	0		0	0			Poverty Rate - % of Enrollment:
Grade 6	0	0	39	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	82	95	58	60.0	68.5	74.0	
Grade 8		0		80	87		
Grade 9	93		68	96			Students in Temporary Housing - Total Number:
Grade 10	0	72	57	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	59	3	39	TBD	
Grade 12		0		0	0		
Ungraded	0		1	1			Recent Immigrants - Total Number:
Total	175	316	397	2007-08	2008-09	2009-10	(As of October 31)
3		9		0			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	0	0	0	0	1	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	11	36	54	27	23	TBD	Superintendent Suspensions
Number all others		14		24		18	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
2007-08		2008-09	2009-10				(As of October 31)
N/A		0	0	0			CTE Program Participants
0	0						Early College HS Program Participants
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)		2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	8		0	0			Number of Staff - Includes all full-time staff:

# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	0	35	32	12	24	TBD	Number of Teachers

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	1	12	4	5	TBD	Number of Administrators and Other Professionals
0	0	TBD	These students are included in the General and Special Education enrollment information above.			TBD	Number of Educational Paraprofessionals

Teacher Qualifications:	Overall Students (# entering students overage for grade)						
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
2	5	TBD	100.0	100.0	TBD	% fully licensed & permanently assigned to this school	
0.0	0.0	TBD	% more than 2 years teaching in this school				
25.0	20.8	TBD	Ethnicity and Gender - % of Enrollment:			% more than 5 years teaching anywhere	
(As of October 31)	2007-08	2008-09	2009-10	83.0	71.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.0	0.0	0.0	66.7	100.0	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		69.1		62.3		61.7	
Hispanic or Latino		29.7		36.4		37.0	
Asian or Native Hawaiian/Other Pacific Isl.		0.6		0.3		0.5	
White		0.6		0.6		0.3	
Male		38.9		46.2		44.8	
Female		61.1		53.8		55.2	

2009-10 TITLE I STATUS

√ Title I Schoolwide Program (SWP)

Title I Targeted Assistance Non-Title I

Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
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√ √ √

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

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

Phase		Category
In Good Standing (IGS)	√	Basic Comprehensive Focused

- Improvement Year 1
- Improvement Year 2
- Corrective Action (CA) – Year 1
- Corrective Action (CA) – Year 2
- Restructuring Year 1
- Restructuring Year 2
- Restructuring Advanced

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level		Elementary/Middle Level
ELA:	√	√
Math:	√	Math:

Science:		√				Graduation Rate:	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Secondary Level				Elementary/Middle Level			
ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	Student Groups
√		√		√			All Students

Ethnicity							
American Indian or Alaska Native	√		√			Black or African American	
Asian or Native Hawaiian/Other Pacific Islander		√		-		Hispanic or Latino	
White							
Multiracial							
√sh		√		-		Students with Disabilities	
-		-		-		Limited English Proficient	
√			√			Economically Disadvantaged	
Student groups making AYP in each subject		5		5		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

C/NR	√
52.9/NR	
√	
8.8/NR	√
<i>(Comprises 15% of the Overall Score)</i>	√
12.8/NR	√
<i>(Comprises 25% of the Overall Score)</i>	√
26.0/NR	
<i>(Comprises 60% of the Overall Score)</i>	
5.3/ 2.0	

KEY: QUALITY REVIEW SCORE

√ = Made AYP
 √sh = Made AYP Using Safe Harbor Target
 √ = Proficient
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

Quality Review Results – 2008-09

Overall Evaluation:
Overall Letter Grade:
Quality Statement Scores:
Category Scores:

Quality Statement 1: Gather Data
 Quality Statement 2: Plan and Set Goals
 Quality Statement 3: Align Instructional Strategy to Goals
 Quality Statement 4: Align Capacity Building to Goals
 Quality Statement 5: Monitor and Revise

School Environment:
 School Performance:

Student Progress:

Additional Credit:
KEY: AYP STATUS
 Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 X = Did Not Make AYP
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

PERFORMANCE TRENDS

Since last year's Quality Review, along with the results on our Progress Report and other assessments, we have consistently created opportunities for reflection and revision. In an effort to be as collaborative as possible around decision making and organizational decisions I have aligned both the CEP and my PPR to build capacity both with teachers and accountability measures. Based on the all the abovementioned data sources around student performance the two trends we are focusing on are: (1) increasing/sustaining the number of 3's and 4's in our middle school math state exams and; (2) increasing the percentage of credits accrued by bottom third students in the third year.

Using scholarship reports along with our HS Progress Report we are able to identify and track our bottom third students in every grade. There is a positive correlation with course pass rate with Regents results. The use of summative, periodic and predictive data to inform, develop, and align instruction will create a successful system of goal setting for each student. Therefore, teachers and students will work together to develop clear and appropriate learning targets to provide continuous individual goal setting through advisory and school wide goal setting through interim checkpoints.. Involving students in their own learning provides learning opportunities to self-assess contributing to their lifelong learning. We also create opportunities for a larger percentage of students to complete their Regents exams while taking the courses in the year they take the exam.

Based on our Learning Environment survey, staff surveys, and school report card it is clear we are deficient in meeting the learning targets for our bottom third students as well as our level three and four students. Classroom instruction does not fully allow for teachers to address core learning strategies effectively. Teacher surveys, Walkthroughs, Self Assessment of teachers indicated a need to reform and revise the teaching schedule to accommodate the needs of the two important sub-groups both at the middle school and high school level.

As evidenced by our Middle School progress report our student performance was scored as a D. The data provided is directly connected to instructional practices and lack of academic rigor and differentiation in the planning. We will work towards identifying patterns and trends amongst our population and differentiate our approach to planning to further support our students academically

GREATEST ACCOMPLISHMENT

As a member of CFN/LSO Network 603, for a second year, our network schools are involved in the Collaborative Inquiry process to guide the design, implementation and evaluation of practice area strategies and practices in much the same way we used the CFI model over the last two years. The mindset or culture of inquiry-minded schools perceives questioning, seeking data, reflection, and subsequent action as the steps that are necessary to improve performance. When a teacher is able to reflect and grow in practice, that learning is a model for students to do the same. This year, additional teachers' leaders are being trained in CCSS strategies to better create conditions of learning and integrate the Common Core. These strategies are turn keyed throughout the year in Professional Learning Communities and Professional Development sessions. When these activities are built into data analysis activities, there are no intuitive guesses or instantaneous decisions. The connection to our CEP is also integral to the workings both on the school level and across schools in the network. We are continuously revising our classroom practices and draw from a number of resources, including College Board, NSRF, and Differentiated Practices in order to make this happen. Each institution provides us with tools that enable teachers to reflect and revise practice in order to increase student achievement. The College Board professional development has provided additional support in developing vertical teams and planning curriculum.

An analysis of our MS ELA data from last year's State assessment demonstrated growth from the curriculum alignment and consultancy work from 2009-10. Growth was measured both in performance and progress across all sub populations of groups from bottom third students to level 3 and 4 students. Our level 3 and 4 students increased from 42.6% to 78.1%. Average change in student proficiency for Level 1 and Level 2 students increased 0.35 while the change for level 3 and 4 students was 0.15 therefore although we want to maintain progress across all sub populations we particularly want to focus on our higher achieving students. In order to maintain student learning, vertical team planning has been enhances to delivery rigorous curricula aligned to state standards, along with continuing to support teacher development with an ELA Consultant.

School administrators and teachers have enhanced the impact they have on student engagement and learning by developing their capacity to utilize formative assessment strategies to improve the processes we use to make clear to students what it is they are to learn and how they can be successful; teachers' capacity to provide quality feedback both oral and written; the facilitation of productive classroom discourse; and, how we support students' ability to self and peer assess. As a result of looking at this different, data, we believe that being more facile with our classroom diagnostic ability has helped us to accelerate the learning of those students who do not currently operate in the school's sphere of success.

SIGNIFICANT AIDS/BARRIERS

Housing both a Middle School and High School: The complexity of balancing the needs of two distinct educational settings housed as one is a noted distinction. Historically, middle school is the one educational setting that is the most overlooked yet, it is exactly during this time that students are most apt to develop the foundation for future endeavors, both positive and negative. Bridging the goals between our middle school and high school students, while still recognizing the individual needs of each organization is essential to creating innovative structures to create educational opportunities for high school graduation and success in college.

SECTION V: ANNUAL SCHOOL GOALS

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

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1: In the 2010-2011 school year we will increase the school SAT mean average in verbal from 380 to 400.

Administration and teachers will work to increase student achievement towards graduation by developing a system that will address the core habits of college readiness such as reflection, self assessment, peer to peer study groups, and strategies for thinking and learning. We will also evaluate curricular, instructional and organizational decisions making adjustments as needed to increase the coherence of policies and practices across the school. We call this system, *Excel*, in which a learning objective is expressed, students work toward meeting the objective, teachers and students reflect and assess progress toward the meeting of the objective.

Goal #2: In the 2010- 2011 school year, 90% of our 9th grade bottom third students will accrue 10 or more credits.

Teachers and administrators will maximize assessment opportunities and enhance student learning by identifying the bottom third students specifically in the 9th grade, but also being cognizant of the bottom third students in 10th and 11th who are missing credits. The early identification and tracking of these students will allow them to enroll in credit recovery or Plato Learning to facilitate an on-time graduation.

Goal #3: In the school year of 2010-2011, the average change in student proficiency for Level 3 and Level 4 students will increase from a 0.08 to 0.11

English teachers will develop, enhance and implement a Standards-based approach to English Language Arts concepts to increase student engagement and achievement. Individual and collaborative planning of lessons will be scaffold and differentiated, addressing the needs of all students. By utilizing pacing guides, lesson plans, and assessment materials all of which are standards-based and clearly showing the relationship to CCSS standards students will be able to discuss goals and next steps to improve their learning in English. Teacher implementation of Spring Board and vocabulary development will target our Level 3 and 4 students in particular; rigorous standards based tasks which encourage thinking deeply about the English being learned.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: In the 2010-2011 school year we will increase the school SAT mean average in verbal from 380 to 400.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Steps/Strategies/Activities</p>	<p>By When/Whom</p>	<p>Review Date</p>
	<p>Create groups based on proficiency levels for middle school students in preparation for high stakes testing. HS groups are based on specific individual student needs. (AP, regents ...)</p>	<p>Grade Leaders/ administration September-November</p>	<p>November</p>
	<p>Identify team leaders to run the meetings and roll out SAT preparation curriculum to Pathways grade level teams.</p>	<p>Grade Leaders/administration November</p>	<p>November-December</p>
	<p>Codify terminology to align Excel work as a unified school vision/mission that is individualized by grade level, down to individual student needs. Also to begin to identify College Readiness skills per grade level as part of the plan to vertically align pathways curriculum.</p>	<p>Ongoing/leaders and administration/all teachers</p>	<p>Ongoing September - June</p>
	<p>Mid-Year Assessment of Excel to switch concentration from Literacy to Math for MS to incorporate Review courses, Literacy Institute conferences, SAT Preparation and Pathways Innovations on the HS level</p>	<p>Ongoing/leaders and administration/all teachers</p>	<p>December-February</p>
		<p>Ongoing</p>	

	instituting regular self assessment and self reflection as a core element of the Excel framework.		September to June
	<p>“Excel Data Tool” Data set for each teacher compiling data for their students each marking period based on MP finals data, marking period analysis, periodic assessments and Regents Examinations.</p>	Grade leaders/Administrators	November/December February April May June
	Implement College Readiness Workshops for all High School parents. Invite the parents to attended planned thought out workshops centered around students and families being “College Ready”	Counselors, Parents, Parent Coordinator and Administrators	Monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of</i></p>	Groups created based on the School Progress Report, School Report Card, LE Survey.	Professional Development survey data collection binder	
	Bi-Weekly meetings of the Pathways Team leaders designed to examine framework (does it still hold)	Professional Development survey data collection binder	

<i>measure; projected gains</i>		
	<p>Team leaders meet to roll out the mission, evaluate progress, assess for next steps. What is working? What needs alignment? Provide teachers with the “Data Tool.” Team designed lesson plans and current student data inputted from ARIS and periodic assessments to direct individual learning.</p>	<p>Professional Development survey data collection binder</p>

Subject/Area (where relevant): ASSESSMENT: HIGH SCHOOL
CREDIT ACCURAL-FIRST YEAR

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: In the 2010- 2011 school year, 90% of our 9th grade bottom third students will accrue 10 or more credits.</p>		
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The early identification of these students will allow them to enroll in credit recovery via their individualized program, Plato online credit recovery or after school credit recovery/Regents review beginning in December 2010 in order to facilitate on-time graduation and ability to make up the credits in the year in which they took the course.</p> <p>Early identification of 9th & 10th grade students who failed the first of second marking periods of Fall 2010 will participate in credit recovery/regents review in December through Regents week. Students will come in for school session from 9-12 during Regents week, as know as “Detour Week – Getting Ourselves Back on Track” in order to make up credit from the first semester.</p>	<p>Inquiry Team Grade Level Teams School Counselor Pupil Personnel Team</p> <p>January 29, 2011 – end of MP 3, determine if credit is received</p>	<p>After school Credit recovery/ Regents review: Cycle 1: December/January Cycle 2: May/June</p> <p>Every 6 weeks By MP: MP 1: 10/12/10 MP 2: 12/11/10 MP 3: 01/29/11 MP 4: 03/12/11 MP 5: 05/07/11 MP 6: 06/07/11</p>
	<p>Letters sent out to parents/guardians (specific communication to bottom 1/3 population) after 2nd marking period. Invitation to join after school recovery.</p>	<p>Inquiry Team Grade Level Teams Parent Coordinator School Counselor</p>	<p>Every 6 weeks By MP: MP 1: 10/12/10 MP 2: 12/11/10 MP 3: 01/29/11 MP 4: 03/12/11 MP 5: 05/07/11 MP 6: 06/07/11</p>

	<p>Parent Awareness/ Parent University workshops around high school requirements and college readiness</p>	<p>Parent Coordinator Parents</p>	<p>monthly</p>
	<p>The use of summative and periodic data to inform, develop, and align instruction will create a successful system of goal setting for each student. Therefore, teachers and students will work together to develop clear and appropriate learning targets, providing continuous access to qualitative and quantitative data.</p> <p>Involving students in their own learning provides learning opportunities to self-assess contributing to their lifelong learning.</p> <p>One of the foundational goals of advisory is to support advisees in reflecting upon and monitoring their academic progress through a formal conferencing structure in essence to identify and develop the necessary attitudes, behaviors, awareness and skills to succeed in school, college and life.</p>	<p>Inquiry Team/Content areas (specifically-Middle school math)</p> <p>Advisory Teacher Grade leader meetings</p>	<p>Monthly Pathways -</p> <p>Weekly via grade meetings</p> <p>During Advisory By MP: MP 1: 10/12/10 MP 2: 12/11/10 MP 3: 01/29/11 MP 4: 03/12/11 MP 5: 05/07/11 MP 6: 06/07/11</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Inquiry team/Grade Level teams ensured time to meet, train, and goal setting around grades.	Scholarship reports used for formative rather than summative data Predictive Exams in preparation for Regents
	Parent Workshops, specific communications via letters and mailings	Marking Period grades Assessment (formative & summative) records
	Goal Setting meetings Data set for each Pathways teacher compiling data for their students each marking period	Weekly Reflections from teachers and students

**ASSESSMENT: MIDDLE SCHOOL
MATH FOCUS**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3: In the school year of 2010-2011, the average change in student proficiency for Level 3 and Level 4 students will increase from a 0.08 to 0.11</p>		
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Steps/Strategies/Activities</p>	<p>By When/Whom</p>	<p>Review Date</p>
	<p><u>A. Engaging and supporting all students in learning</u> 1. Students are challenged at their level of understanding. 2. Students communicate their English ideas with others. 3. Most English tasks will be based on the CCSS standard. 4. Teacher implementation of Spring Board will target our Level 3 and 4 students in particular, with investigations and tasks which encourage thinking deeply about the English being learned.</p>	<p>MS ELA Teachers Consultant Students Ongoing</p>	<p>Bi-Weekly Per ELA unit of work – 2-3 weeks</p>
	<p><u>B. Creating and maintaining effective environments for student learning</u> Enhance the delivery of rigorous curricula by ensuring alignment to State standards. (SQR) Ensure the ready availability of exemplars, rubrics, graphic organizers, reference charts, and samples of student work. Environment should allow for independent and group work.</p>	<p>MS English Teachers Consultant Students Ongoing</p>	<p>Bi-Weekly</p>
	<p><u>C. Understanding and organizing subject matter for student learning</u></p>	<p>MS English Teachers Consultant</p>	

	<p>Enhance the delivery of rigorous curricula by ensuring alignment to State and CCSS standards that is underpinned by vertical grade alignment. (SQR)</p> <p>Teachers collaboratively develop pacing charts, aligning New York State Standards</p>	Ongoing	Bi-Weekly
	<p><u>D. Planning instruction and designing learning experiences for all students</u></p> <ol style="list-style-type: none"> Teachers meet regularly to collaborate and plan across grades. (SQR) Support teachers in utilizing data from formative assessments and other measures of student progress to plan, differentiate and adjust instruction.(SQR) Provide continued professional development and coaching for implementing the agreed teaching standards. (SQR) Scaffolding ELA tasks provide additional support and challenge for students who have developed a good understanding, particularly our level 3 and 4 students. 	<p>MS English Teachers Consultant Administrative team</p> <p>Ongoing</p>	Bi-Weekly
	<p><u>E. Assessing student learning</u></p> <ol style="list-style-type: none"> Make assessment an integral part of the learning process, including measures of impact of using NYS standards, on student learning. (SQR) Students use NYS rubric to assess extended response tasks – peer and self-assessment. 	<p>Students MS English Teachers Consultant Administrative team</p>	Bi-Weekly Per ELA unit of work – 2-3 weeks
	<p><u>F. Developing as a professional educator</u></p> <ol style="list-style-type: none"> Teachers set goals for their teaching 	<p>MS English Teachers Consultant</p>	Monthly

	<p>student learning through discussion with consultant and each other.</p> <p>3. Consultant provides support through coaching, the provision of professional reading and discussion regarding English pedagogy, particularly on extending more able students.</p>	Ongoing	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ARRA and other funding allocations were used to for professional development, per session and supporting funding for staff who work with our sub-group population.</p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Aligning Capacity</p>		<p>Progress Indicators-Bi-Weekly</p>
	<p>1. Consultant to plan collaboratively with teachers in developing lesson plans which will address the needs of all learners, and facilitate communication in ELA classes.</p> <p>2. Consultant and teachers share ideas and planning documents online through Google Groups.</p>		<p>1. Students are involved in tiered or open-ended activities.</p> <p>2. Students demonstrate success in set tasks.</p> <p>3. Students are actively engaged in the English lesson.</p> <p>4. Student reflections are evident in portfolios or work folders.</p>
	<p>1. Students will be aware of the ELA content (Key Standards) they need to address this year.</p> <p>2. Teachers will provide self-assessment tools for students, to help them monitor progress.</p> <p>3. Consultant will help teachers work with students to develop and monitor student goals.</p> <p>4. Teachers will help students select portfolio pieces that demonstrate work towards their personal goals.</p>		<p>1. Student reflection and goal-setting sheets maintained with assessments.</p> <p>2. Students will be able to discuss goals and next steps to improve their learning in math.</p> <p>3. All lesson plans, and student work will show standards alignment.</p> <p>4. Portfolios will be an organized record of student progress towards grade level and personal goals.</p>

	<ol style="list-style-type: none"> 1. Teachers and consultant create standards-aligned content maps, unit tests and portfolio tasks for the year. 2. Create lessons plans based on NYS math performance indicators. 3. Teachers and consultant share ideas through ASA MS ELA Google Group. 	<ol style="list-style-type: none"> 1. Student reflection and goal-setting sheets maintained with assessments. 2. Students will be able to discuss goals and next steps to improve their learning in math. 3. All lesson plans, and student work will show standards alignment.
	<ol style="list-style-type: none"> 1. Teachers will analyze data, individually and collaboratively, from external tests as well as classroom-based tests and student work. 2. Intervention activities will be developed to meet student needs, based on this data. 3. Formal assessments to be standards based. 	<ol style="list-style-type: none"> 1. Small group instruction based on student needs.
	<p>Consultant to provide the support so that:</p> <ol style="list-style-type: none"> 1. Teachers provide students with time and structures for writing reflections on pieces of work such as tests and portfolio tasks. 3. Teachers use a range of balanced assessment tools including class work and quizzes, portfolio/writing tasks, projects, and observation. 2. Teachers provide students with assessment tools for peer and self-assessment. 4. Teachers model the use of NYS rubric, and facilitate peer and self-evaluation of student work using this rubric. 5. NYS test and Acuity data is analyzed and used to inform teaching practice. 6. Criteria lists and developmental rubrics will be used during the year to provide specific feedback to students and indicate next steps. 	<p>Standards-based:</p> <ul style="list-style-type: none"> • unit tests • portfolio/writing tasks • extended response tasks • student work in notebooks • student reflections • student self and peer assessment • rubrics and checklists <p>Use of NYS rubric before the test.</p> <p>Data analysis, meeting agendas, lesson plans.</p>
	<ol style="list-style-type: none"> 1. Teachers reflect on practice, and can articulate this at ELA dept, meetings. 2. Teachers analyze student work and describe interventions for students based on their analysis. 3. Consultant provides professional reading according to teacher 	<p>Discussion in meetings. Changing classroom practice. Teacher collaboration.</p>

	need, and standards currently being addressed.	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	40	40	40	40	22	10	0	0
7	0	6	0	0	10	2	0	0
8	86	6	86	86	6	1	0	0
9	34	34	34	34	4	3	0	0
10	18	6	8	7	2	1	0	0
11	14	8	12	10	5	3	0	0
12	15	12	18	18	8	4	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Literacy intervention is provided during the regular school day for one 50 minute session per week in addition to the 350 minutes of scheduled ELA periods. The Literacy Coach Specialist utilizes web-based Study Island and Scantron Performance Series, as well as Balanced Literacy and Kaplan Advantage to strengthen skills identified during base-line diagnostics.
Mathematics:	Math intervention is provided through the use of small group instruction during the regular school day for one 50 minute session to supplement the general curricula utilizing the Math Coach Services. College Board Spring Board and Impact are used to address barriers to improve their academic success.
Science:	Science Intervention is provided during the regular school day in 50 minute sessions.
Social Studies:	Social Studies intervention is provided during the regular school day in 50 minute sessions in addition to the mandated state required minutes.
At-risk Services Provided by the Guidance Counselor:	Students are identified through the PPC and Turn Around/Foundling referral process and at risk counseling is provided on a one to one basis.
At-risk Services Provided by the School Psychologist:	Several students were evaluated to determine academic and social emotional needs of students referred to the school based support team and support is also provided by Foundling.
At-risk Services Provided by the Social Worker:	The Guidance Counselor provided individual and or group counseling on a weekly/biweekly basis to 15 students. Also provided conflict resolution and crisis intervention on an as needed basis.
At-risk Health-related Services:	Every student is eligible to receive services from the guidance counselor. At-risk Health –related services are provided on a case-by-case basis

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

NCLB/SED requirement for all schools

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

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

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

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

NCLB/SED requirement for all schools

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

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual XESL ___Both **Number of LEP** 36
(No more than 2 pages)

1. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

The ESL program prepares students for academic success by focusing on listening, speaking, reading and writing skills. The ESL teachers push-in to core classes for ELLs at all levels with special effort made to service advanced ELLs mostly through this model although due to scheduling difficulties, 8 advanced ELLs are receiving ESL primarily through a pull-out model. Beginner and Intermediate ELLs receive services through a push-in/pull-out program. High school beginners receive ESL services 11 periods a week, high school intermediate students receive ESL services 8 times a week, and advanced high school students receive services 4 times a week. Middle school beginner and intermediate students receive services 8 times a week and advanced students receive services 4 times a week. This meets the mandated number of minutes for all levels: Middle school beginner/intermediate receive 360 minutes, middle school advanced students receive 180 minutes and high school beginner students receive 540 minutes, high school intermediate students receive 360 minutes, and advanced high school students receive 180 minutes. In addition, tenth and eleventh grade Spanish-speaking ELLs are supported by a bilingual paraprofessional who accompanies students to the core classes where they need the most help as determined by marking period grades.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Academy for Social Action is a College Board school and uses the College Board Springboard curriculum for math and English. For Social Studies and Science, National Geographic / Hampton Brown texts are used. The texts are aligned with New York State standards and Regents topics. In pull-out ESL classes, students utilize lower level content area books and the Edge and Inside ESL textbooks from Hampton Brown to support regular classroom learning. Sixth through ninth grade ELLs and tenth and eleventh grade ELLs in need of credit recovery or Regents preparation are supported through the eighth period Extended Day class. In addition, students participate in mandatory after school test prep and optional Saturday sessions.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

The Academy for Social Action offers a variety of extracurricular activities open to all students. These include BuildOn, Broadway JR, Yo Magazine, step team, dance class, film club, student government, iMentor, Young Women's Retreat, College for Every Student (CFES), Street Squash, debate team, college visits, scholarship trips, and state exam preparation/credit recover. In the past ELLs have been involved with Broadway Jr, step team, iMentor, Street Squash, college visits, and state exam preparation / credit recovery.

2. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

In an effort to increase parent involvement, the Academy for Social Action hosts various events throughout the school year. In September, a new parent orientation meeting was held before school started. Other events planned this school year include Mother's Day breakfast, iMentor kickoff event, regularly scheduled parent meetings and workshops, and a school awards assembly. Workshop topics include missing children, bullying and cyber bullying, identity theft. In addition, Parents are informed about state standards and assessments as well as significant school events on our school website. Translation is available in a variety of languages including Spanish, French, Portuguese, and Arabic. ASA provides translation services. Parents learn to navigate ARIS and Datacations through which parents can gain access to their children's state exam results as well as their children's progress in class.

Newly enrolled ELLs are assigned with a returning student in order to introduce the new ELL to other students as well as the various activities at the Academy for Social Action. Furthermore, the ESL teachers individually conference with each of the newly enrolled ELLs to get to know the students better and to become aware of any potential issue the students might be experiencing.

4. Staff Development (2010-11 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The Academy for Social Action places a high priority on professional learning. Professional articles, including those on ELL-related topics are incorporated into The Principal's Weekly. In addition, every Tuesday during content area meetings and on Wednesday afternoons once a month, the staff meets for professional learning on variety of topics which include differentiating for all learners. In addition, an ELL teacher meets with content area and grade teams to assist teachers with planning for ELLs. Also, for the classes in which the ESL teacher pushes in, she contributes to the differentiation section of the Atlas Rubicon web-based planning tool. During this school year, the ELL teachers will attend a variety of professional development seminars including Evelyn Rothstein "Writing as Learning" as well as sessions offered by the Bronx and Manhattan BETACS. Information will be turn keyed to content area teachers.

ASA provides support services in English for all struggling students including ELs. Sixth through ninth grade ELLs are supported through Extended Day classes in the subject area with which they struggle most, and Achieve 3000 is being used for all ninth grade ELLs and for select other high school ELLs in order to improve nonfiction reading comprehension and analytical writing skills. Tenth through twelfth graders are offered credit recovery or Regents preparation during the Extended Day as well as in after school programs. ELL students also have the support of a bilingual (Spanish) paraprofessional who accompanies those students to the core subjects in which they struggle most. In addition, the ESL teachers provide informal professional development during weekly grade and content area meetings.

For the 2010-2011 school year, ASA plans to provide staff development on the following topics related to ELLs presented by the ESL teachers: Introduction to ELLs (language acquisition and our specific population), NYSESLAT, LAP, Scaffolding (ELL and special education teachers present together) and vocabulary development. In addition, two additional topics related to teaching content area to ELLs will be presented by outside speakers: How to use Achieve 3000 to improve reading as well as Performance Series Training for Mathematics and English assessment. Each session will last approximately one and half hours.

Also, ESL teachers provide informal professional development during weekly grade and content area meetings.

6. Name/type of native language assessments administered (bilingual programs only). Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-11

School Building: 05m367

District 05

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1				1	3

*The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010 - 2011 ESL

ESL Program Type: Free-Standing Push-in/Pull-out
 Indicate Proficiency Level: Beginning 8th grade

School District: 5 School Building: 367

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40 – 9:32	Social Studies (ESL pull out)	English	English (ESL pull out)	Martial Arts (ESL pull out)	Math
2	9:35 – 10:25	Math (ESL pull out)	English (ESL push-in)	Math	Art	Math
3	10:28 – 11:18	Science (ESL push-in)	Science	Math	Math	Science
4	11:21 – 12:11	English	Math	Martial Arts	English	English
5	12:14 – 1:04	English	Social Studies	Social Studies	Science	English
6	1:07 – 1:57	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	2:00 - 2:50	Art	Math	Science	Social Studies	Science
8	2: 53 - 3:27	ESL	ESL	ESL		

SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type: Free-Standing Push-in/Pull-out

Indicate Proficiency Level: Intermediate 10th grade

School District: 5 School Building: 367

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40 – 9:32	Global History (ESL push in)	Global History (ESL push in)	Global History (ESL pull out)	Global History (ESL push in)	Technology
2	9:35 – 10:25	Technology	Integrated Algebra	Integrated Algebra	Physical Education	English (ESL pull out)
3	10:28 – 11:18	Earth Science	Physical Education (ESL pull out)	Earth Science	English	Earth Science
4	11:21 – 12:11	Physical Education	Earth Science	Art	Spanish	Global History
5	12:14 – 1:04	Integrated Algebra (ESL pull out)	Spanish	Spanish	Integrated Algebra	Art
6	1:07 – 1:57	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	2:00 - 2:50	English (ESL push in)	English	English	Earth Science	Integrated Algebra
8	2: 53 - 3:27	Global Regents Preparation	Global Regents Preparation	Global Regents Preparation		

SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type: Free-Standing Push-in/Pull-out

Indicate Proficiency Level: Advance 9th grade

School District: School Building:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40 – 9:32	Integrated Algebra	Integrated Algebra	Integrated Algebra	Integrated Algebra	Integrated Algebra
2	9:35 – 10:25	English	Spanish	Physical Education	English	Physical Education
3	10:28 – 11:18	Living Environment	English	English	Global History	Global History (ESL push in)
4	11:21 – 12:11	Global History	Living Environment	Living Environment	Technology	English
5	12:14 – 1:04	Spanish	Physical Education	Global History (ESL push in)	Living Environment	Spanish
6	1:07 – 1:57	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	2:00 - 2:50	Technology	Global History	College Education (ESL push in)	College Education (ESL push in)	Living Environment
8	2: 53 - 3:27	Creative Writing	Creative Writing	Creative Writing		

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-11

Form TIII – A (1)(a)

Grade Level(s) 6 - 12 **Number of Students to be Served:** 20 LEP _____ Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

1. School Overview

The Academy for Social Action serves 425 students in grade levels 6th-12th. The demographics of the student population consist of 35.85% Hispanic, 63.44% African American, and 0.71% Asian. There are 36 ELLs for whom we provide service at the Academy for Social Action. Some of the home languages include: English, Spanish, French, Fulani, Wolof, and Mandingo.

2. Description of School's Instructional Program for ESL

The ESL program prepares students for academic success by focusing on listening, speaking, reading and writing skills. ESL teachers push-in to core classes for ELLs at all levels with special effort made to service advanced ELLs mostly through this model although due to scheduling difficulties, 8 advanced ELLs are receiving ESL primarily through a pull-out model. Beginner and Intermediate ELLs receive services through a push-in/pull-out program. Beginner and Intermediate. High school beginners receive ESL services 11 periods a week, high school intermediate students receive ESL services 8 times a week, and advanced high school students are receive services 4 times a week. Middle school beginner and intermediate students receive services 8 times a week and advanced students receive services 4 times a week. This meets the mandated number of minutes for all levels: Middle school beginner/intermediate receive 360 minutes, middle school advanced students receive 180 minutes and high school beginner students receive 540 minutes, high school intermediate students receive 360 minutes, and advanced high school students receive 180 minutes. In addition, tenth and eleventh grade Spanish-speaking ELL's are supported by a bilingual paraprofessional in English class, and for the eleventh graders, other core classes as well.

3. Description of Title III Program

Reading and Writing in the Content Areas Enrichment for ELLs (6th-12th grade)

Based on a careful analysis of student test data in reading, writing, and content areas, results indicate that ELLs, especially long-term ELLs, are not making adequate gains. We therefore intend to focus the Title III funding to assist long-term ELLs in reading and writing in the content areas. In order to support the middle school ELLs, we will renew our license for Study Island to provide an alternative and engaging way to improve reading and writing skills. As for the high school ELLs, Achieve 3000 will be used to improve reading comprehension and writing in the content areas. Both programs are researched based and provide a fun way for students to make gains in these subject areas. The after school program is taught by the ESL teacher, who is fully certified, three times a week (M-T-W) for one hour. The class is taught in English and it is offered for the second half of the year, from February 2, 2011 through the end of the academic year.

Furthermore, additional laptops will be purchased in order to use the software for Achieve 3000 and Study Island. Students will be grouped according to level and skill set. Depending on student need, the after school program will differentiate instruction and allocate time to each skill set as necessary within the three days.

During the month of April, the after school program will be dedicated to preparing the students to take the NYSESLAT. Many of our students are long term ELLs, who have come close to passing in prior years, but are falling short. Research has shown that former ELLs are more successful in high school than their peers. It is our goal to provide the students with the necessary instruction required to pass the NYSESLAT. NYSESLAT Empire State preparation books have been purchased for 6th- 8th grade ELLs, and we will purchase 15 NYSESLAT preparation books for high school ELLs.

Additional Title III funding will be allocated for museum tours, which will provide a kinesthetic component to the content area learning. Admission and bus transportation will be provided.

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

During this school year, the ELL teachers will attend a variety of professional development seminars including “Writing as Learning,” presented by Evelyn Rothstein. Information will be turn keyed to content area teachers. Also, during content are and grade team meetings every week and once a month on Wednesday, learning seminars are provided where ELL related topics such as differentiation and scaffolding techniques are included.

Form TIII – A (1)(b)

**Title III LEP Program
SchoolBuilding Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$7,509	Licensed ESL teacher to provide after school instruction throughout the school year.
Purchased services such as curriculum and staff development contracts	\$2,491	Journals notebooks, chart paper, headphones, general supplies.
Travel	\$1,500	Bus transportation for museum tours.
Supplies and materials	\$3500	Purchase Achieve 3000 software license and NYSELSAT preparation material to assist with language development and comprehension skill development. Purchase Study Island to assist with the development of math, reading, and writing skills.
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The predominant home language for our ELL population is Spanish, with families speaking Spanish at home. We also have ELLs whose home language is French. Within the school staff, we have the capacity to translate both written and oral communication for Spanish, and French. We will utilize translation services from the Department of Education Office of Translation and Interpretation Services.

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

After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of our oral and written translation and interpretation needs can be handled by our current staff. We report the oral and written translation and interpretation findings to our school staff through our communication methods of a morning memo board, weekly memo from the principal, written and emailed memos, grade team meetings, individual teacher meetings and Parent Teacher Association meetings (PTA)

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All translation services are provided in house by school staff and parent volunteers.

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

All translation services are provided in house by school staff and parent volunteers.

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

The majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend/companion or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	320,061.00	61,296.00	381,357.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,200.00		3,200.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,913.00	1,913.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,003.00		16,003.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,000.00	4000.00
6. Enter the anticipated 10% set-aside for Professional Development:	32,000.00		32,000.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6000.00	6000.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-10 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

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

ASA believes that a collaborative relationship with its parent (guardian) community is key to the mission of the school. Therefore, ASA agrees to implement the following:

The school will follow the statutory definition of parental/guardian involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in consistent, timely, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will hold an annual review of its parent/guardian involvement policy each November and will distribute a copy to all Title I parents each December.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, in a language parents understand consistent with the school's Translation and Interpretation Policy.

Parents will be involved in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is to be used to support the academic needs of the Title I students

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b)

of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

1. The Academy for Social Action will take the following actions to involve parent/guardians in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Consult with the PA executive council to develop strategies to improve parent access to school and utilization of school services for their children. The Executive Council will meet monthly with the principal or designee to plan, implement and evaluate effectiveness of parental involvement plan. ASA's Parent Coordinator will also take part in these meetings and in subsequent PA meetings during which parents will be informed of parental involvement planning, the effectiveness of plans implemented and will be afforded the opportunity to advise the PA Executive Council.
 - ASA will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The principal or designee will report on the state of the school at monthly PA meetings. Minutes of these meetings will be disseminated to parents through notices sent home, available in the main office and posted on line on the school's website. Included in the minutes will be information on taking part in school review procedures during the course of the school year.
 - Parents will be provided training in accessing information on their children in the DOE GROW Reports and ARIS on line.
 - Parental activities such as curriculum nights, Mother's Day/Father's Day activities, student awards assemblies, workshops around Family Literacy, Family Math, language development and acquisition and other topics of interest will be planned with the Parents' Association, The school will work with the PA and the Parent Coordinator to schedule guest speakers or workshops for parents. Through these activities parents will be given opportunities to participate in the academic life of their children.
2. ASA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). ASA will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Questionnaires will be distributed at the beginning of the year to assess parent interest in workshops and areas of concern regarding the school. At initial meetings and in early mailings, the school, PA and Parent Coordinator will make it known that involvement in school is vital to student success. At the end of the year, the school and PA will evaluate the effectiveness of parent involvement programs. Key to the survey will be identifying barriers to greater involvement and suggestions to address those barriers.
3. In order to ensure a partnership with the parents to improve student academic achievement, workshops in the following will be provided:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
- iv. requirements for attaining high school diplomas
- v. requirement for entering college
- vi. using computers beyond computer games, Facebook and other social networks
- vii. understanding adolescent development
- viii. other topics of interest

4. The school will, with the assistance of its PA Council, educate its school administration, teachers, pupil services personnel, and other staff, in how to communicate and work with parents of diverse ethnicities, in particular those represented by the students, as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools

5. ASA school will ensure that all notices, fliers and other critical communication is available in English and Spanish

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

As part of developing the CEP, the SLT will conduct a needs assessment. Parents and families will be surveyed about perceived needs and ways to improve communication. Teachers in each discipline will collaborate to evaluate educational progress and identify needs for students for the coming year. Staff will also identify barriers to achievement for specific students and students in general. Through advisory and student support, staff will identify social/emotional needs other barriers to learning.

2. Schoolwide reform strategies that:
 - o **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.** Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. . – Professional development, on-going critical reflection groups, mentoring for new teachers.
 - o Help provide an enriched and accelerated curriculum. . – Workshop model and portfolio evaluation of student work in which students can choose more challenging goals, offering Advanced Placement courses, offering preparation for high school Regents exams

to 8th grade students; fully implementing the school mission that all ASA students will be graduate from high school and be ready to enter college.

- Meet the educational needs of historically underserved populations. As a College Board school, it is the mission of the school to serve historically underserved students who are generally the first in their families to graduate from high school and enter college.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any. . - *N/A*
- a) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Through expansion of AIS and academic assistance after school and Saturdays, students identified as in greatest need will have opportunities to address any barriers to learning. Additionally, through cross-curricular planning, all students will benefit from the collaborative approach to lesson planning and in certain classes, collaborative teaching. School-wide professional development on addressing the wide range of academic needs in a given classroom will enhance instruction and benefit all students. Advisory, a small group structure addressing students' adjustment and connection to school and academic goal setting and monitoring, is a whole school function that utilizes peer relationships as well as adult guidance.

3. Instruction by highly qualified staff.

All ASA staff are highly qualified and NYS Certified or are in training receiving intensive mentoring in addition to state of the art course work relevant to the mission and vision of ASA.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Ongoing professional development through relationships with The College Board, The Lorraine Monroe Leadership Institute, Educators for Social Responsibility, among others.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school has attended several hiring fairs at New York University and Columbia University. Our partner, The College Board, conducts job fairs to attract certified teachers and assist in hiring. The school maintains a relationship with the NYC Teaching Fellows Program

6. Strategies to increase parental involvement through means such as family literacy services.

Through the joint efforts of the Parents' Association, the Parent Coordinator, and school administration, a variety of workshops will be offered to parents/guardians. Pedagogical staff will also plan and implement workshops to familiarize families with curricula in the various content areas. Through our improved school website, newsletters and telephone calls, more frequent home-school communication will help increase parent involvement in the school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through grade level meetings, common planning time, collaborative teaching, and vertical teaming in content areas, teachers will have a strong voice in decision-making regarding assessments and instructional program development.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix 1

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X		320,061		
Title I, Part A (ARRA)	Federal		X		61,296		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local		X		2,972,081		

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Our current STH population is 8 students

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

For our STH population, we provide counseling, access to AM and PM tutoring, homework help, a dedicated locker in an advisor's classroom, and access to the school gymnasium locker room for showering, and full fare transportation metro cards.

Additionally, our school's Pupil Personnel Team assigns a Case Manager to advocate for and support each STH student. Our Parent Coordinator, Robert Williams, assists families with accessing social services and outside resources for support. On a case by case basis, when specific needs such as laundry, school uniforms and toiletries are needed, the PPT and Parent Coordinator assist with scholarships for class trips, graduation and graduation related needs.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy for Social Action: A College Board School					
District:	5	DBN:	05M367	School		310500011367

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.5/85.6	91.0/	87.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.6	95.1	93.6
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	39	34	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	95	58	55		60.0	74.0	80.3
Grade 8	80	87	64				
Grade 9	68	96	95				
Grade 10	72	57	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	59	45		3	39	26
Grade 12	0	0	51				
Ungraded	1	1	0				
Total	316	397	423	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	9	0

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.6	95.1	93.6

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	74.0	80.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	39	26

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	9	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	10
# in Collaborative Team Teaching (CTT) Classes	36	54	60	Superintendent Suspensions	27	23	35
Number all others	24	18	34				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	12	24	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	5	6
# receiving ESL services only	35	32	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	1	12	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	5	32	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	0.0	0.0	8.3
				% more than 5 years teaching anywhere	25.0	20.8	38.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	71.0	77.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	66.7	100.0	93.0
Black or African American	62.3	61.7	63.6				
Hispanic or Latino	36.4	37.0	35.7				
Asian or Native Hawaiian/Other Pacific	0.3	0.5	0.7				
White	0.6	0.3	0.0				
Male	46.2	44.8	46.8				
Female	53.8	55.2	53.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 05	School Number 367	School Name Academy for Social A
Principal Rhokeisha Ford		Assistant Principal Brigitte Alexander	
Coach Bamabela Mpongo		Coach Valerie Johnson	
Teacher/Subject Area Laura O'Keefe / ESL		Guidance Counselor Suzanne Zeitlin-Mellor	
Teacher/Subject Area Kim Pyant/ Special Education		Parent Donna Banks	
Teacher/Subject Area Lashaun Innis/Mathematics		Parent Coordinator Robert Williams	
Related Service Provider Tameeka Price-Robinson		Other	
Network Leader Roberto Cintron		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	422	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	8.53%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL IDENTIFICATION PROCESS

§ 1) ELL identification process is completed by the ESL coordinator (ESL certified) along with trained staff. The initial identification of ELLs is determined at registration. The pupil accounting secretary issues the HLIS form and consults with the ESL teacher if there is a possibility that the child may be an ELL. Parents complete the HLIS administered by the ESL teacher and trained staff.

§ If parents indicate a home language other than English, the ESL teacher conducts an informal oral interview

§ ESL coordinator administered the LAB-R and Spanish LAB as appropriate, and hand scores the student answer document

§ ESL coordinator conducts the parent orientation during which the DVD that describes the three programs (Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding ESL) offered by the NYCDOE is shown. After viewing the DVD, parents complete a Parent Survey and the Program Selection form.

§ Based on the parents' Program Selection form, the LAB-R score the student is appropriately placed within 10 days of enrollment.

§ Names of students whose parent selects TBE will be added to a list. When the list contains 15 names requesting TBE in the same language in two consecutive grades (K-8) or 20 names in any one grade (9-12), the school will create a bilingual program.

§ Entitlement and placement letters in English and the students' native language are sent to parents.

In addition, if registration was conducted off site, ESL teachers screen the cumulative folders to confirm ELL status. The students who are identified as ELLs by the HLIS are administered the LAB-R within ten days of registration. Those students who are eligible, including x-coded students, are administered the NYSESLAT at the end of the school year. The ESL coordinator annually evaluates ELLs progress and appropriate placement using the NYSESLAT. Placement of ELLs are based on the NYSESLAT .

2) Throughout the initial registration period, during the first week of school, the parent coordinator, the pupil accounting secretary, and the ESL teachers work together to guide parents through the registration forms with an ESL teacher or paraprofessional providing Spanish translation as needed and an ESL teacher providing French as needed. Several parent orientation sessions (one before school, one after school and one in the evening) are offered in the first three weeks after the school year begins. Flyers in English, Spanish and French are sent home along with the program selection forms. Parents who do not attend the first two sessions are given reminder phone calls for the third session, and if they are unable to attend, individual sessions are organized. At the orientations French and Spanish translation are provided. All parents have a chance to watch the NYC DOE parent orientation video in their home language if it is included. Parents are also provided with printed information regarding ELL program choices in the thirteen DOE official languages as needed. If a parent selects a program which is not offered at Academy for Social Action (ASA), assistance is provided in finding an appropriate placement for the student.

3) The ESL coordinator monitors the distribution and return of entitlement letters, parent orientation survey and the program selection forms. ASA ensures that entitlement letters and parent surveys are distributed within the first ten days of school (or registration). The ESL teachers identify eligible students and mail the appropriate letter to the parent/guardian. If a parent does not attend an ELL parent orientation session, parent survey is mailed to the home. If the survey is not returned, follow up surveys are mailed and reminder phone calls are placed. In the event the program selection form is not returned the default program for ELLs is TBE, as per CR Part 154.

4) Parent choice forms are reviewed to determine program selection. If the parent selects ESL, the child is enrolled in ESL. If a parent/guardian selects dual language or bilingual, he or she is informed that their names will be added to a list of parents requesting TBE. When the list contains 15 students (K-8) in two consecutive grades or 20 students (9-12) in any one grade, the school will create a bilingual program. Historically, the parent selection pattern at ASA has been to select ESL as the program choice.

5) ASA is in its fourth year of existence. To date, there has only been one newly enrolled student and we do not have a quorum of data to analyze.

6) For students who are not new to the NYC DOE system, program choice is almost completely aligned with program offerings. The exceptions are two tenth graders who were previously enrolled in middle school bilingual programs but chose to come to ASA in 2009 despite the lack of bilingual/dual language programs. One of the students scored Proficient on the 2010 NYSESLAT, and the other student increased his speaking and listening scores on the 2010 NYSESLAT by 3 and 4 points, respectively.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2	2	1	1	1	11
Push-In							1	1	1	1	1	1	0	6
Total	0	0	0	0	0	0	3	3	3	3	2	2	1	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	14
SIFE	4	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	18

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

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

ESL	9	2	2	9	1	4	18	1	8	36
Total	9	2	2	9	1	4	18	1	8	36
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	4	2	6	9	3	1	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1		1				2
French									1	2		2		5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	3	5	4	9	9	5	1	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1) a) ASA uses a combination of push-in, departmentalized, and pull-out models. In an effort to keep pullouts to a minimum, at least 4 periods of push-in or departmentalized service is provided to all intermediate and beginning level students.

b) In the push-in program, students are organized in a single heterogeneous class which moves together and includes mixed proficiency levels. In the pull-out program, students are grouped by level and across grades.

2) The organization of ASA' staff ensures the delivery of the mandated number of instructional minutes is provided. There is one full time ESL teacher and one part time ESL teacher – one who serves mostly high school while the second serves middle school. ESL teachers provide the mandated units of study based on the student's LAB-R/most current NYSESLAT scores:

§ Beginning – 540 minutes (HS); 360 minutes (MS)

§ Intermediate – 360 minutes (HS); 360 minutes (MS)

§ Advanced – 180 minutes of ESL and 180 minutes of ELA instruction (HS and MS)

NL support is available and offered in all content areas.

a) Since there is no dual language or bilingual program at ASA, Native Language Arts is not provided. All students receive the mandated number of ESL minutes, and middle school students receive six to eight periods of English per week. All high school students receive five periods of English per week, and eleventh graders receive an additional three periods of English Composition per week.

3) Academy for Social Action is a College Board school and uses the College Board Springboard curriculum for math and English. For social studies and science, National Geographic / Hampton Brown texts are used. For ESL pull-out classes the students use a combination of the Achieve 3000 computer program, Hampton Brown / Inside and Edge textbooks as well as teacher-designed materials to address student needs in vocabulary and writing. The texts are aligned with New York State standards and Regents topics. The Springboard, Achieve 3000, Edge and Inside curricula includes scaffolding strategies including dialectical journaling, KWL, visualizing, graphic organizers, manipulatives, choral reading, drama games, role-playing, jigsaw, think-pair-share, etc. In addition, ESL teachers can modify content teachers' lesson plans through Atlas Rubicon, a web based planning tool. For eleventh graders, a bilingual paraprofessional accompanies the students to all core classes. Native language support is also provided through use of bilingual and picture dictionaries as well as Regents glossaries and native language materials such as leveled library materials and translated materials.

4) a) ASA's instructional plan for SIFE includes support in the content area through the push-in model. Additional support in literacy and math skills is provided in the pull-out program where students use Hampton Brown / Inside Phonics and teacher created resources as well as appropriate level fiction and non-fiction books.

b) Newcomers are serviced based on proficiency level. We have newcomers at all proficiency levels, including SIFE, and they are serviced as described in 1.a. In addition newcomers are partnered with another student in their class who speaks the same language to provide further assistance. Furthermore, each student is evaluated individually using ELL Periodic Assessment, teacher made assessment as

well as Spanish language Performance Series Math when appropriate to determine areas of need for which students develop SMART goals. Moreover, native language materials are provided to assist in content areas.

- c) ELLs receiving service for four to six years are serviced based on proficiency level. We have students in this range at all proficiency levels and are serviced accordingly. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT practice writing tests, and Performance Series Math to determine areas of need for which students develop SMART goals.
- d) Long term ELLs are serviced based on proficiency level. We have students in this range at all proficiency levels including SIFE and students are serviced accordingly. Students use the same assessments as those with four to six years of service, but a stronger emphasis is placed on improving reading and writing skills, which is reflected in the SMART goals which students develop.
- e) ELLs identified as having special needs are served as per their IEP. The ESL teachers and special education teachers collaborate on a regular basis informally as well as formally in grade, Student Intervention Team and content area meetings to develop a coherent plan for assisting each student with an IEP.

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

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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5) ASA provides intervention services in English for all struggling students including ELLs. Sixth through ninth grade ELL's are supported through Extended Day classes in the subject area with which they struggle most. Tenth through twelfth graders are offered credit recovery or Regents preparation during the Extended Day as well as in after school programs. In addition, struggling students participate in mandatory after school test prep and optional Saturday sessions, and the Student Intervention Team meets biweekly to develop implementation of intervention plans for students having difficulties in school. Native language support is offered in all content area classes.

6) There is organized support for recently proficient ELLs. ELLs who became proficient on the NYSESLAT in 2010 are supported through a combination of push-in assistance from 2 to 4 periods a week and/or a monthly conference with the ESL teacher to assess needs and facilitate additional support if necessary. Second year proficient students have a once a month conference with the ESL teachers to assess needs and facilitate additional support if necessary. In addition, all former ELLs in sixth through ninth grades have additional academic support through the Extended Day class, and those former ELLs in tenth and eleventh grade who are in need of assistance in a certain content area attend Extended Day for credit recovery or Regents preparation as well as after school programs. Former ELLs are provided with testing accommodations for up to two years after testing out on the NYSESLAT. Native language support and ELL strategies continue to be implemented during the transition.

7) The new programs offered this year are Extended Day and Achieve 3000. Extended Day is required for all ELLs in sixth through ninth grade and for tenth and eleventh grade ELLs who are short of credits or need Regents preparation. Achieve 3000 is being used for all ninth grade ELLs and for select other high school ELLs in order to improve nonfiction reading comprehension and analytical writing skills.

8) N/A

9) All programs are offered to all students. Students are required to attend Extended Day sessions, and during after school, ELLs participate in enrichment, Regents prep and/or Title III programs. ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are posted/ distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate.

10) In addition to the Hampton-Brown texts, Inside and Edge, which include content area and language instruction, instructional materials in the content areas also include multi-level science and social studies reading material. Technology is utilized by content area teachers in the form of Smart boards, projectors and laptops, and the ninth grade uses the Achieve 3000 program to improve reading. In addition, the ESL classroom is also equipped with one internet-enabled desktop computer as well as seven mini laptops with headphones on which students can work in language building programs along with Achieve 3000.

11) Native language support is provided not only through the bilingual paraprofessional who works with the eleventh graders, but also through provision of Spanish language reading materials, textbooks with Spanish glossaries, and bilingual dictionaries and glossaries (for specific content areas).

12) SIFE and students reading far below grade level are supplied with resources which are appropriate to their age, grade and reading level. Both Hampton-Brown textbooks, Inside and Edge, have the look and feel of a middle school or high school text but are written at a level which low level readers can comprehend. In addition, high interest low reading level books are available in the ELL classroom library.

13) Newly enrolled ELLs are assigned with a returning student in order to introduce the new ELL to other students as well as the various activities at the Academy for Social Action. Furthermore, the ESL teachers individually conference with each of the newly enrolled ELLs to get to know the students better and to become aware of any potential issue the students might be experiencing.

14) All high school ELLs, except eleventh graders, are enrolled in Spanish language class.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ESL teacher facilitates monthly PDs on ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, as well as participates in various school's inquiry teams to support content area teachers' instruction of ELLs and students' progress. The Academy for Social Action places a high priority on professional learning. Professional articles are incorporated into the Principal's Weekly. In addition, every Tuesday during content area meetings and on Wednesday afternoons once a month, the staff meets for professional learning on variety of topics which include differentiating for all learners. Also, an ELL teacher meets with content area and grade teams to assist teachers with planning for ELLs. Also, for the classes in which the ESL teacher pushes in, she contributes to the

differentiation section of the Atlas Rubicon web-based planning tool. During this school year, the ELL teachers will attend a variety of professional development seminars including Evelyn Rothstein "Writing as Learning" as well as sessions offered by the Bronx and Manhattan BETACs . Information will be turn keyed to content area teachers.

2) Through the push-in program, ESL teachers help content area teachers support newly matriculated middle and high school students develop the organizational skills and routines necessary to be successful students. In addition, the ESL teachers assist the guidance counselor in helping to find appropriate high school placement and college matches for ELLs.

3) For the 2010-2011 school year, ASA plans to provide staff development on the following topics related to ELLs presented by the ESL teachers: introduction to ELLs (language acquisition and our specific population), NYSESLAT, LAP, Scaffolding (ELL and special education teachers present together) and vocabulary development. In addition, two additional topics related to teaching content area to ELLs will be presented by outside speakers: How to use Achieve 3000 to improve reading as well as Performance Series Training for Mathematics and English assessment. Each session will last approximately one and half hours. Also, ESL teachers provide informal professional development during weekly grade and content area meetings. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P.

E. Parental Involvement

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

1) In an effort to increase parent involvement, the Academy for Social Action hosts various events throughout the school year. In September, a new parent orientation meeting was held before school started. Other events planned this school year include: Mother's Day breakfast, iMentor kickoff event, regularly scheduled parent meetings and workshops, and a school awards assembly. Workshop topics include missing children, bullying and cyber bullying, identity theft. In addition, Parents are informed about state standards and assessments as well as significant school events on our school website. Translation is available in a variety of languages including Spanish, French, Portuguese, and Arabic. Through ARIS and Datacations, a web-based communication tool, parents can gain access to their children's state exam results as well as their children's progress in class.

2) ASA partners with many organizations to provide workshops for all parents, including ELL parents. At PTA meetings and workshops, parent volunteers provide translations for presenters not proficient in Spanish. In November 2009, the PTA, in partnership with CASA Columbia, is offering a substance abuse workshop specifically for ELL parents. ASA also partners with several organizations/ agencies for different purposes: Lorraine Monroe Leadership Institute to provide information about preparing students for college; Department of Justice for cyberbullying; Real Dads network for supporting fathers; and Parent JobNet and ECDO Community Partnership Center for employment related needs.

3) Parent needs are evaluated in two ways. First, regular emails and letters are sent requesting parent input for workshop topics. Second, the Parent Coordinator and PTA members network with parents to get feedback about past workshops and to determine upcoming topics.

4) In the past, parents expressed a desire to receive more information about how to access ARIS, so ASA has provided ARIS training for parents on Parent Teacher Conference Nights and at other separate workshops. Also, high school parents wanted workshops on topics specifically related to high school, so the PTA provided a workshop for high school parents to address their concerns regarding graduation requirements, the military opt out and non captive lunch.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1	1				2
Intermediate(I)							1	1	2	3	7	5		19
Advanced (A)							2	4	1	5	2		1	15
Total	0	0	0	0	0	0	3	5	4	9	9	5	1	36

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5			2		1				3
6	1		4						5
7	2		2						4
8	4		4						8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5		1		2				8
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	5				2				7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Math <u>Algebra</u>	5		2	
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	3		0	
Physics				
Global History and Geography	3		2	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1) Although we are not an elementary level school, we do conduct assessments of the early literacy skills of SIFE students using the QRI and, if necessary, print-sound code and Dolch list assessments along with running records of students reading low-level trade books from the 100 Book challenge libraries. The data reveal that only two of our ELLs are reading at or below third grade. This information can inform our instructional plan by pointing out the need for referral of these students to the Student Intervention Team, so that targeted academic intervention can be planned for them.

2) An examination of the NYSESLAT and LAB-R data patterns reveal that two students moved from beginning to intermediate levels on the NYSESLAT in 2010, while seven students moved from intermediate from advanced. Only two students moved down a level and the remainder stayed within level. Only one student, a newcomer, scored in the beginning level of the speaking and listening sections of the NYSESLAT, and two students, one special education student and one SIFE, scored in the intermediate level of speaking and listening. The remainder scored in the advanced or proficient levels in speaking and listening. The only students scoring in the beginning levels of the reading and writing sections were SIFE and newcomers. The majority of middle school students scored in the advanced level while the majority of high school students scored in the intermediate level. The patterns evident in the NYSESLAT and LAB-R results indicate that while the majority of students do not need much support in speaking in listening, they could benefit greatly from more instruction in reading and writing, especially in high school.

3) The aforementioned patterns have affected instructional decisions in a number of ways. For the six tenth grade students who scored at the intermediate level of reading and writing, a bilingual paraprofessional has been assigned to support them in ELA, and the students receive four periods of small group ELL instruction per week. The paraprofessional also supports the three eleventh grade Spanish speaking ELLs in their English classes, and those students, as well as the other intermediate eleventh grade ELL, receive four periods of small group ESL instruction per week. Moreover, eleventh grade ELLs have an additional three periods of writing instruction to help them prepare for the English Regents Exam, and all ninth graders and tenth and eleventh graders in need of credit recovery/Regents preparation receive academic intervention during Extended Day. Additional Regents preparation and credit recovery for those in need is offered during ninth period on Tuesdays and in the Saturday Institute. Middle school and high school students scoring at the beginning level on the NYSESLAT receive intensive literacy and math development four times a week in a pull-out setting as well as during eighth period. In addition middle

split between intermediate/beginning level students and advanced level students while those who scored in level two were all advanced level save one. Two newcomers were exempt from the ELA. There were few noticeable patterns aside from the fact that 75 percent of long term ELLs scored in level 2.

On the 2010 NYS Math Exam, the majority of students (12) performed at level two, while one scored level three and seven at level one. The correlation that could be made regarding math scores is that beginning level students were more likely to score at level one. Two students - and advanced level student and a beginning level student - took the math exam in Spanish, but they scored in level one. On the 2010 eighth grade science and social studies exam, the majority of students - five on science and six on social studies - scored in level one while one student scored in level two in science and two students scored in level three on both exams. Students were provided with L1 glossaries, and two students took the exams in their L1, but they both scored in level one. Since the sample of students taking the exams in their L1 was small, it is difficult to draw conclusions about the benefit of taking exams in L1.

High school ELLs took Regents in English, Integrated Algebra, Living Environment, Global, and Earth Science. On the Algebra Regents, five took it, and two passed, both of whom are advanced level ELLs. For the Living Environment Regents, three took the exam, but no one passed it. One ELL each took the Earth Science and English Regents, but neither passed. In the Global Regents Exam, two out of the three students who took it passed and both of the students who passed were intermediate level ELLs. The sole ELL who took the US History Regents Exam, an advanced level ELL, passed. While no students took exams in L1, students were provided with an L1 glossary. The trend that is evident from the exams is that ELLs seem to struggle most with the science content Regents since none of the four students who attempted science exams passed.

b) ELL Periodic Assessments are being used for the first time this year. Teachers will be using them to inform instruction for ELLs in specific areas of listening, reading, and writing while administrators will use them in conjunction with Acuity exams to plan intervention for students.

c) N/A

5) N/A

6) ASA evaluates the success of ELL programs in a variety of ways. First, ASA ensures that ELL programs provide the required number of minutes for each ELL students by analyzing students' levels, group level, frequency and duration of service. In addition, ELL programs are designed in conjunction with other support staff to ensure students receive mandated services in a manner that enhances instruction rather than disrupting student learning. success in this area is determined through examination of schedules to guarantee that students are not missing too many classes. Evidence of differentiation and coplanning is evaluated through Atlas Rubicon collaborative plans. Second, NYSESLAT scores are analyzed to assess whether or not ELLs are making adequate progress towards becoming proficient in English. modality break downs are examined to identify students' needs and strengths in order to modify the ELL program appropriately, i.e. grouping ELLs according to skills to be acquired. Third, the efficacy of ELL programs is measured by ELL performance on content area exams. Increased student progress from year to year is an indicator of ELL program success. Scores are analyzed to establish the students' areas of greatest need, and the ELL program is designed to assist atudents in those areas. Additional content area resources are provided and schedules are designed to allow the ESL teachers to support students through following a push in model for the content area classes of concern. Finally, Ell program success is evaluated through examination of student class performance and implementation of ELL strategies in content area classes. ESL teachers hold conferences with students at the end of each marking period in order to examine grades and formulate SMART goals for academic improvement. In addition, Atlas Rubicon collaborative plans are examined to correlate between ELL strategy implementation and students' performance on their report cards. Students progress from marking period to marking period is an indicator of program success. Through evaluation of the core components of learning - student progress, collaboration, student exam performance, and scheduling - ASA ensures an ELL program that best serves the needs of its students.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:05M367

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$354,660.00	\$75,370.00	\$430,030.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3547.00	\$754.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,733.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,466.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
92.85%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$297,914.00	X	Pg 26,28,33
Title I, Part A (ARRA)	Federal	Yes			\$74,616	X	Pg 26,28,33
Title II, Part A	Federal		No				

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal					
Title IV	Federal					
IDEA	Federal	Yes			\$94,744.00	Pg 26,27,42-42
Tax Levy	Local	Yes			\$2,919,349.00	P 26, 27,28,29,40,42-48