



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ACADEMY FOR SOCIAL ACTION: A COLLEGE BOARD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M367

PRINCIPAL: RHOKEISHA FORD

EMAIL: RFORD2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rhokeisha Ford	*Principal or Designee	
Griffith Terry	*UFT Chapter Leader or Designee	
Caroll Wilder	*PA/PTA President or Designated Co-President	
Robert Williams	DC 37 Representative, if applicable	
Randy Milan Destiny Tyler	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nicole Sumpter	CBO Representative, if applicable	
Emily Rose Melnick	Member/	
Elizabeth Patrick	Member/	
Abdubari Razzaq	Member/	
Olumuyiwa Oyefusi	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To improve teacher effectiveness by developing a shared understanding of instructional excellence the administration will conduct a minimum of 2 formal and 4 informal teacher observations based on a research-based teacher effectiveness Framework for the 2012-13 academic school year.

Comprehensive needs assessment

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

The overall Progress Report 2011-12 grade was an F with only 19.6 points out of 100 for the high school. Student performance and progress both received an F's. And in terms of all weighted Regents pass rates the school was always substantially below our peer schools and overall look at city schools. And if we consider the Academic Expectations of the teachers on the NYC School Survey 2011-12 it is only at 4.1 Therefore, our school has considerable work in addressing teacher effectiveness in terms of student performance and progress as well as developing a culture of high academic expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) Individual teacher professional development plans will focus on a common lens specifying specific steps for progress and movement toward teacher effectiveness. Teachers will be able to use the teacher effectiveness rubric in order to develop an action plan to self assess and refine their practice. A school-wide glossary will be established with a shared language to identify what is working and what still needs to be improved.

b) Key Personnel: School administration (principal and assistant principals). School leaders will meet twice a week to provide feedback to Teacher Teams about patterns that they have identified as they pertain to specific components of a research-based rubric.

c) Teacher teams will develop a school-wide professional development plan that includes alignment to the CCLS aligned tasks. School leaders will set up and follow a schedule for teacher observations that include short frequent cycles.

**d) Sept – Framework for teacher effectiveness and rubric introduced
Sept-Oct : Teacher Goals and PD Plans created and reviewed
Oct- Nov: Informal Observations with Feedback
Nov-Feb: Informal and Formal observations with actionable feedback and follow-up
Feb – Mid year Goals review**

March – May: Informal and Formal observations with actionable feedback and follow-up
June: Final Goals review and reflection

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

At ASA we provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Additionally we provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. It is important to us at ASA to offer a fostering caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress. We hold multiple parent meeting throughout the school year to provide assistance to parents in understanding City, State and Federal standards and assessments. All information that is shared about school and parent related programs, meetings and other activities in a format, are translated into languages that parents can understand. We provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Professional development will need to be funded to support outside vendors, teacher and administrator release time, common planning time, guidance counselor work and teacher team work to create specific work products. OTPS funding will be necessary to provide teacher, student and parent materials, communications, and after-school activities and meetings.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the (4yr) High School graduation rate from 30.8% to 35.8% for a 5% increase for the 2012-13 academic school year.

Comprehensive needs assessment

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

The Progress Report 2011-12 for our school indicates that we earned an F for student performance. Our four-year high school graduation rate was only 36.5% which was lowest in the peer school group and at the lowest end of the overall city average. For our graduates we also have an F for College and Career Readiness which places our school at 9.9% of the peer Range and 4.4% of the City Range.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) Guidance counselor will meet regularly with students by cohort and subgroup in an effort to identify and monitor student progress towards graduation. Student programs will be developed based on the academic needs of students. Students will complete a graduation requirement worksheet during the first month of school in order for them to develop an action plan for graduation. Seniors will meet regularly with their guidance counselor and senior advisor to assist with the credit accumulation and regents credit process. Throughout the school year students will be given multiple opportunities to track their progress through weekly Senior Seminar meetings. Seniors will be given multiple opportunities throughout the school year to make up course credits through credit recovery and course makeup opportunities. Through extended day, holiday school and Saturday school to make up courses as well as additional preparation for Regents exams.**
- b) Key Personnel: Guidance Counselors, Senior Grade Advisor, and Credit Recovery Teachers. Per session will be needed to fund administrators and teachers for after-school, Saturday school and holiday school and OTPS will be needed to provide supplies for all teachers and students involved in credit recovery.**
- c) Through regents simulation benchmarks teachers will be able to identify specific skills deficiencies and develop learning targets that will be assessed regularly for the purpose of content mastery. Student progress will be monitored through State and Common Core aligned progress reports that will be distributed and made available to students and parents through Skedula.**
- d) Aug - Sept: Guidance Counselor review student records and progress towards graduation
Sept – Nov: Seniors will meet with Guidance Counselors to review progress towards graduation**

Nov-Jan: Credit recovery (Saturday, holiday, and after-school) will begin for qualified students
Jan-Feb: Seniors will meet with Guidance Counselors to review progress towards graduation
Feb-May: Credit recovery (Saturday, holiday, and after-school) will begin for qualified students

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

At ASA we provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology and understand graduation requirements. Our youth development programs and services actively encourage parent involvement and engagement. And all counseling services encourage parent attendance and support. Additionally we provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. It is important to us at ASA to offer a fostering caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. We hold multiple parent meeting throughout the school year to provide assistance to parents in understanding City, State and Federal standards and assessments. All information that is shared about school and parent related programs, meetings and other activities in a format, are translated into languages that parents can understand. We provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:
Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to improve the school graduation rate our school uses funding to contract services with Turnaround for Children and College Bound Initiative who assist the School Leadership, Teachers, Students and Parents with coming up with school-wide instructional and behavioral goals. Turnaround also provides teachers with Comprehensive Programs for Creating an Effective Learning Environment (COMP), Diffusing Disruptive Behaviors and Dr. Spencer Kagan Cooperative Learning Strategies. Students in the High School will work with College Bound Initiative on college and Career readiness starting in grade 9. Per session is need to pay teachers, administrators, and guidance counselors to provide after school, Saturday, and holiday school. And OTS is need to provide supplies and materials for teachers and students for after school, Saturday, and holiday school.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

The percent of students earning 10+ credits in year 3 will increase by 5% from (43.6%) to (48.6%) for the 2012-13 School Year.

Comprehensive needs assessment

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

Last years progress report indicates that only 43.6% of students in year 3 earned 10+ credits. For third year students this put our school at lowest end of peer schools (0%) and at the lowest end of the city schools (0%). And only 28% of the students in the third year in the lowest third earned 10+ credits. This earned our high school an “F” for Student Progress. While all of our weighted Regents Pass Rates are below 27% and as low as 6.8%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) Teacher Teams will work together to improve teacher practice by looking at student work and increase academic rigor through Dr. Spencer Kagan Strategies. Teacher leads will meet on a weekly basis to facilitate the planned course of action for teacher teams. Special Education School Improvement Specialist and Network Special Ed Achievement point will provide training and support for: Effective Lesson Planning and Preparation, Effective models for integrated co-teaching and Differentiated Instruction (UDL). Instructional point will work with school to develop PD that is reflected of the needs surfaced by ongoing monitoring of teacher practice and student progress towards targeted outcomes

b) Key Personnel: Teacher Teams, Administration, and Network Instruction Team. will be providing monthly content-area workshops to improve instruction in CORE content areas

c) Network Instruction Point, Special Education School Improvement Specialist, and school leadership will conduct learning walks to evaluate the improvement strategies and compliment the frequent, periodic observation of teachers

d) Sept – Oct: Struggling students will be identified. Teacher Teams will establish protocols for looking at student work/data and identify best practices and strategies for all courses.

Oct-Nov: School walk throughs will be done for all classroom instruction and an action plan will be established to support struggle students and maintain rigor in teacher practice

Nov-Jan: At-risk students will check-in with grade advisors and guidance counselors to maintain student progress, and parent communication

Jan: At-risk students will be identified and programmed for additional support services

Feb-May: Ongoing formative and periodic assessments will be given to determine and track student progress and targeted supports will be provided.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

At ASA we provide materials and training to help parents work with their children to improve their achievement level in all courses, with a special focus on literacy, math and use of technology. Our school actively attempts to communicate with parents through all available media and school events. We actively work with our parent coordinator to ensure maximum parent involvement and engagement. It is important that we provide success strategies for not only our students but for their parents to help support students in successfully completing all assignments and tasks and show proficiency through all forms of classroom assessment. Additionally we provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. It is important to us at ASA to offer a fostering caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. We hold multiple parent meeting throughout the school year to provide assistance to parents in understanding City, State and Federal standards and assessments. All information that is shared about school and parent related programs, meetings and other activities in a format, are translated into languages that parents can understand. We provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The Academy for Social Action works along with Turnaround for Children and College Bound Initiative who assist the School Leadership, Teachers, Students and Parents with coming up with school-wide instructional and behavioral goals. Turnaround will also provide teachers with Comprehensive Programs for Creating an Effective Learning Environment (COMP), Diffusing Disruptive Behaviors and Dr. Spencer Kagan Cooperative Learning Strategies. Students in the High School will work with College Bound Initiative on college and Career readiness starting in grade 9. Per session is need to pay teachers, administrators, and guidance counselors to provide after school, Saturday, and holiday school. And OTPS is need to provide supplies and materials for teachers and students for after school, Saturday, and holiday school.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
The Academy for Social Action works along with Turnaround for Children and College Bound Initiative who assist the School Leadership, Teachers, Students and Parents with coming up with school-wide instructional and behavioral goals. Turnaround will also provide teachers with Comprehensive Programs for Creating an Effective Learning Environment (COMP), Diffusing Disruptive Behaviors and Dr. Spencer Kagan Cooperative Learning Strategies. Students in the High School will work with College Bound Initiative on college and Career readiness starting in grade 9.

The Academy for Social Action works along with Turnaround for Children and College Bound Initiative who assist the School Leadership, Teachers,

Students and Parents with coming up with school-wide instructional and behavioral goals. Turnaround will also provide teachers with Comprehensive Programs for Creating an Effective Learning Environment (COMP), Diffusing Disruptive Behaviors and Dr. Spencer Kagan Cooperative Learning Strategies. Students in the High School will work with College Bound Initiative on college and Career readiness starting in grade 9.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Advisory Targeted AIS services	Small Group Tutoring Regents Prep	2X per week during school After School Saturday Before School
Mathematics	Advisory Targeted AIS services	Small Group Tutoring Regents Prep	2X per week during school After School Saturday Before School
Science	Advisory Targeted AIS services	Small Group Tutoring Regents Prep	2X per week during school After School Saturday Before School
Social Studies	Advisory Targeted AIS services	Small Group Tutoring Regents Prep	2X per week during school After School Saturday Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling	One-on-one Small group	During school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

New and untenured teachers are supported by state-required Mentoring (twice a week), professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).

Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.

All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

ASA PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

ASA SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 05	Borough Manhattan	School Number 367
School Name Academy for Social Action			

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

Principal Rhokiesha Ford	Assistant Principal Frederick Nelson
Coach type here	Coach type here
ESL Teacher Laura O'Keefe	Guidance Counselor Suzanne Zeitlin
Teacher/Subject Area type here	Parent Donna Banks
Teacher/Subject Area type here	Parent Coordinator Robert Williams
Related Service Provider Kim Pyant	Other type here
Network Leader Lawrence Pendergast	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	427	Total Number of ELLs	45	ELLs as share of total student population (%)	10.54%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

1. The initial identification of ELLs is determined at registration. The pupil accounting secretary alerts the ELL coordinator or designee of the new student, so the HLIS form can be completed. HLIS forms are given in the parent's language, and oral translation in Spanish and French is provided on an as needed basis. In addition, if the registration was conducted off-site (i.e. at the enrollment center), the ELL coordinator screen the cumulative folders to confirm ELL status. The students who are identified as possible ELLs by the HLIS, are administered the LAB-R within ten days of admission. Those students who are eligible, including the formerly x-coded students, are administered the NYSESLAT at the end of the school year.

2. Throughout the initial registration period, during the first week of school, the parent coordinator, the pupil accounting secretary, and the ELL coordinator work together to guide parents through the registration process with the ELL coordinator providing French translation and a teacher or guidance counselor providing Spanish translation as needed. Since there are a small number of new ELLs admitted each year, the ELL coordinator arranges individual orientation sessions at the parents' convenience. At the orientation, French and/or Spanish translation is provided. All parents have an opportunity to view the parent orientation video in their home language. Parents are also provided with printed information regarding ELL program choices in the 13 official DOE languages as needed. If a parent selects a program that is not offered at the school, assistance is provided in finding an appropriate placement for the student.

3. The Academy for Social Action (ASA) ensures that entitlement letters and parent surveys are distributed within the first ten days of school (or registration). The ELL coordinator identifies eligible students and mails the appropriate letter to the parent/guardian. If a parent does not attend an ELL parent orientation session, a parent survey is mailed to the home. If the survey is not returned, follow up surveys are mailed and reminder phone calls are placed.

4. Parent choice forms are reviewed to determine program selection. If the parent/guardian selects ESL, the child is enrolled in ESL class. If the parent/guardian selects dual language or bilingual, s/he is contacted and a conference is set up in the native language to discuss program options, including transfer. ASA does not offer Transitional Bilingual Education or Dual Language due to the fact that in middle school, there are not 15 students on contiguous grade levels who share a common language nor are there 20 students in a single grade in high school who share a common language. Historically, the parent selection pattern at ASA has been to select ESL as the program choice.

5. Although parents of students with continued enrollment in ASA have primarily supported ESL as the choice for their children, in the past two years, there have been 5 newly enrolled students whose parent choice shows a different picture. Of the five, one parent chose ESL; two parents chose Spanish Transitional Bilingual Education; one parent chose Spanish Dual Language and one parent chose French Dual Language. Although the trend is toward Spanish TBE, there are still not sufficient numbers in the students' grade level to form a program.

6. For parents who are not new to the NYC DOE system, program choice is almost completely aligned with program offerings, but as

the trend amongst the newly enrolled is towards Spanish TBE, ASA will continue to monitor parent choice to determine the feasibility of offering Spanish TBE in the future.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	12
SIFE	7	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	20

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	12	2	2	13	5	3	20	0	7	45
Total	12	2	2	13	5	3	20	0	7	45

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	1	11	5	8	6	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian									1					1
French							1		1	1	2		1	6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	0	0	0	0	0	4	2	3	14	7	8	7	45

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a. ASA uses a combination of push-in, departmentalized and pull-out models. In an effort to keep pullouts to a minimum, all beginning and intermediate level ELLs receive at least four periods of push in or departmentalized service while over 50 percent of beginning and intermediate level ELLs receive at least eight periods of push-in or departmentalized service.

b. In the push-in program, students are organized in a single heterogeneous class on a given grade level. At the high school level, students have individualized programs based on credit needs, so some of the departmentalized classes have heterogeneous groupings according to English proficiency and grade level. In the high school level pull out classes, the intermediate and advanced level students are grouped primarily according to grade level, and the beginning level students are homogeneously grouped according to English proficiency while varying in grade level. In the middle school pull-out program, students are heterogeneously grouped according to grade and proficiency level.

2. The organization of ASA's staff ensures the delivery of the mandated number of instructional minutes is provided - 180 minutes per week for advanced level students, 360 for intermediate (high school and middle school) level as well as beginning level middle school students and 540 minutes for high school beginning level students.

a. In order to meet students' needs, ASA provides one full time and one part time ESL teacher who provide ESL instruction to all students. All high school ELLs receive at least 225 minutes of ELA per week. They may receive more if they are missing ELA credits. Middle school ELLs all receive 450 minutes of ELA per week. Explicit NLA instruction is not provided as ASA has neither a TBE nor a Dual Language program.

3. Academy for Social Action is a College Board school and uses the College Board Springboard curriculum and supplemental materials for math and English. For social studies and science, National Geographic and Hampton Brown texts are used. For ESL pull-out classes, the students use a combination of Hampton Brown/Inside and Edge textbooks as well as a variety of other resources, including Fresh Takes on Teaching Literary Elements by Wilhelm and Smith and the Oxford English Picture Dictionary along with teacher designed materials to address student needs in vocabulary and writing. The texts are aligned with the Common Core Learning Standards, New York State standards and Regents topics. Springboard, Edge, Inside and Wilhelm and Smith include scaffolding strategies including dialectical

A. Programming and Scheduling Information

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. Native language support is provided through a variety of ways. Regents glossaries are provided to all ELLs, and bilingual dictionaries and picture dictionaries are provided as needed. Also, for beginning level ELLs, Spanish and French translation of materials is provided in content area classes and students have the opportunity to complete written work in French or Spanish until they are able to complete work in English. In addition, a bilingual Spanish speaking paraprofessional accompanies the 12th grade ELLs to major subject area classes.

4. ELLs are appropriately evaluated in their native language in two ways. The first is that upon entry, ELLs new to English are administered the Spanish Lab if appropriate, and all ELLs are given a short writing assignment in their home language which is evaluated by a teacher proficient in the student's home language. In addition, students who choose to submit their content area work in their home language have their writing evaluated.
5. a. ASA's plan for SIFE includes support in the content areas through the push-in model as well as providing appropriate level home language materials in the content areas. Additional support in literacy and math skills is provided in the departmentalized and pull-out models where students use Hampton Brown Inside Phonics, teacher created resources as well as appropriate level fiction and nonfiction in Spanish and English.
b. Newcomers are served based on proficiency level. We have newcomers at all proficiency levels, including SIFE, and they are serviced as described in 1a. 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, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals. Moreover, native language materials are provided to assist in the content areas. Regarding preparation for ELA testing, All ELLs are invited to Regents and NYS State ELA preparation classes.
c. ELLs receiving service for four to six years are provided ESL minutes based on proficiency level. We have students in this range at intermediate and advanced levels, including SIFE. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals.
d. Long Term ELLs are provided ESL minutes based on proficiency level. We have students in this range at intermediate and advanced levels. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals.
6. Teachers of ELL-SWDs provide access to academic content areas and accelerate English language development through a variety of strategies and materials. The special education and ESL teachers collaborate with the content area teachers to provide differentiation in many ways including by process, learning style, interest, ability, affective development as well as by product. Teachers use supplemental materials on appropriate reading level along with graphic organizers and modeling for content area coursework.
7. ASA uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students are able to utilize supplemental content area materials and are permitted additional time for completing exams, with the use of separate location and small group size when appropriate. SETTS pull-out services are conducted during the Advisory period, to avoid pullout during the day and OT/PT services are conducted off site after school hours.

Paste response to questions 1-7 here

Courses Taught in Languages Other than English [i](#)

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

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

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

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

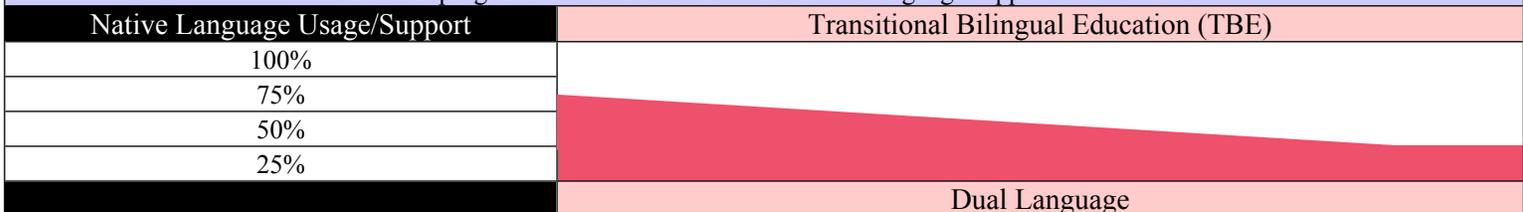
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. ASA provides intervention services in English for all struggling students including ELLs, regardless of proficiency levels. Sixth through ninth grade ELLs are supported through Advisory classes where students not only receive life skills instruction but also academic support in the subject area where they have the most need. Tenth through twelfth graders are enrolled in credit recovery during the school day and Regents preparation in after school programs. In addition, 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.

9. There is organized support for recently proficient ELLs. ELLs who became proficient on the NYSESLAT in 2011 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 Advisory class, and those former ELLs in tenth through twelfth grade who are in need of assistance in a certain content area are enrolled in credit recovery during the day and/or Regents preparation in after school. Former ELLs are provided with testing accommodations for up to two years after testing out on the NYSESLAT. After the two years, if needed, former ELLs are encouraged to apply for extended test time using the 504 form. Native language support and ELL strategies continue to be implemented during the transition.

10. The new programs offered this year are Advisory, credit recovery during the school day and Title III Regents prep. Advisory is required for all ELLs in sixth through ninth grade and for tenth and eleventh grade ELLs who are short of credits, credit recovery is required. I Learn is also being implemented to assist students in improving skills in designated content areas. Furthermore, native language support has been expanded to provide translation for beginning level students in all content area classes.

11. Achieve 3000 was discontinued due to the replacement with I Learn which provides expanded offerings to students.

12. All programs are offered to all students. Students are required to Advisory 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.

13. 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 home language science, math and social studies reading material. Technology is utilized by content area teachers in the form of Smart boards, projectors and laptops and the I Learn program. In addition, the ESL classroom is has seven mini laptops with headphones on which students can work in language building programs.

14. Native language support is provided not only through the bilingual paraprofessional who works with the twelfth graders, but also through provision of Spanish language content area materials, textbooks with Spanish glossaries, picture dictionaries, and bilingual

dictionaries and glossaries (for specific content areas). Students also have the opportunity to show their content knowledge through submitting their work in their home language if desired.

15. 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.

16. 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.

17. Sixth and seventh graders are offered Latin, and high school students are offered Spanish classes with additional languages available via computer-based I Learn courses.

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 and includes APs, subject area teachers, secretary as well as the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes.

Within the school, most of the PD regarding ELLs is folded into the work of the teacher teams since an ELL teacher is included in the Lead Teacher Team in addition to both grade and content area teams. The work these teams do includes planning for ELLs and discussions in how to best meet the needs of all sub groups including ELLs. ELL performance is examined in item analyses of the NYS Math and English Exams as well as of the Regents Exams and performance tasks which are required in each marking period. Based on the findings, appropriate ELL related training is provided during twice weekly content and grade team meetings. The topics range from language learning strategies, stages of second language learning, scaffolding for ELLs, developing academic language as well as ELLs and the Common Core Standards. The Academy for Social Action places a high priority on professional learning. Relevant professional articles, including on ELL related topics, are incorporated into PD sessions. In addition, for the classes in which the ESL teachers push in, they contribute 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 the Election Day ELL conference at Brandeis, the UFT Building Academic Vocabulary for ELLs weekend workshop as well as sessions offered by the Network and 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 as well assisting the programmer to schedule ELLs appropriately.

3) For the 2011- 2012 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 academic vocabulary development. 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) ASA recognizes that parents are vital partners in the education of their children, and this fall has inaugurated its new parent center which is staffed by a parent volunteer and offers a comfortable place where parents can meet with staff regarding their children as well as find parental and educational resources. The center also provides computer training to parents in not only navigating the ARIS and Skedula websites, but also general computer training for those parents not familiar with computers. 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, regularly scheduled parent meetings and workshops, and school awards assemblies. 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 Skedula, 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. ASA partners with several organizations/agencies for different purposes: Department of Justice for cyber bullying; Real Dads network for supporting fathers; college Bound Initiative for assistance with the college and financial aid application process; and Parent JobNet and ECDO Community Partnership Center for employment related needs. We are also in the process of developing partnerships with Harlem Ivy for arts enrichment as well as with Good Parents, Great Kids for parenting skills.

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.

a. 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. Now, ARIS training is available on an as needed basis in the Parent Center. 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	0	0	3	1	2	1	8
Intermediate(I)							1	1	2	5	1	5	4	19
Advanced (A)							2	1	1	6	4	2	2	18
Total	0	0	0	0	0	0	4	2	3	14	6	9	7	45

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0	2	0	1	0
	I							0	0	0	1	0	0	2
	A							1	1	2	4	2	4	2
	P							2	1	1	7	3	2	0
READING/ WRITING	B							0	0	0	2	0	1	0
	I							1	1	2	6	1	5	4
	A							2	0	1	6	4	1	0
	P							0	10	0	0	0	0	1

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5		2		1					3
6		1		1					2
7		2		1					3
8		5		1					6
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			3						3
6					1				1
7	1		2						3
8	4		4	1	1	1			11
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	4	2	5						11
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	2			
Integrated Algebra	4	1		
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3			
Living Environment	5			
Physics				
Global History and Geography	5	1	1	
US History and Government	3	1		1
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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 and struggling 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 four 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 three students moved from beginning to intermediate levels on the NYSESLAT in 2011, while six students moved from intermediate from advanced. Only three students moved down a level and the remainder stayed within level. Only three students, all newcomers, scored in the beginning level of the speaking and listening sections of the NYSESLAT, and three students, two special education students 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 newcomers. The middle school and high school students' reading/writing scores were almost evenly divided between the intermediate and advanced levels. 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 the eleventh and twelfth grades.

3) The aforementioned patterns have affected instructional decisions in a number of ways. For the four twelfth grade students who scored at the intermediate level of reading and writing, a bilingual paraprofessional provides support in content area classes, and three of the students receive four periods of small group ELL instruction per week as do the other intermediate level students. Moreover, twelfth grade ELLs have after school English Regents exam preparation while ninth through twelfth graders also receive Regents prep in content areas after school and credit recovery during school as needed. In addition, all sixth through ninth graders receive academic intervention during Advisory. 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 and additional academic support during Advisory. In addition middle school students scoring in the intermediate level receive pull-out instruction four times a week to address specific needs... ELL's in all grades are also being provided with additional resources through inclusion in after school / Saturday Academy programs.

4) a) On the 2011 NYS ELA exam, ten middle school ELLs scored at level one while seven students scored in level two. The students who scored at level one were all intermediate/beginning level students except one advanced level student who has an IEP. Those who scored in level two were all advanced level save one. One newcomer was exempt from the ELA. There were few noticeable patterns aside from the fact that two thirds of level one students had IEPs or were newcomers or are repeating the grade.

On the 2010 NYS Math Exam, the majority of students (10) performed at level two, while three scored level three and five at level one. The correlation that could be made regarding math scores is that special education and students who are repeating the grade were more likely to score at level one. Two beginning level students completed the math exam in Spanish and one scored level two while the other scored level three. On the 2010 eighth grade science exam, the scores of students were evenly split between level one and level two. The two students who took the exam in Spanish scored level one. For the content area exams, all students were provided with L1 glossaries and translations where available. Since only two completed the exams in their home language, it is difficult to analyze for trends although they

seemed to benefit in math rather than science as they scored levels two and three in math and level one in science.

High school ELLs took Regents in Integrated Algebra, Living Environment, Global, Earth Science, Geometry, English, Spanish and US History. For the Algebra Regents, four took it in English and one in Spanish, but none passed. Five ELLs took the Living Environment Regents, three took Earth Science and two took the English Regents, but none passed. For the Global Regents Exam, five took it in English and one took it in Spanish, but only one advanced level student who took the exam in English passed it. Two ELLs took the Geometry Regents Exam, and one advanced level ELL passed it. For the U.S. History Regents Exam, three took it in English and one took it in Spanish, and the student who took it in Spanish, an intermediate level student with an IEP passed it. All four students who took the Spanish Regents Exam passed it. All four students' home language is Spanish. For all content area Regents Exams, students were provided with a word-for-word dictionary, L1 content area glossaries and translated versions of the exams. Students taking the Earth Science Regents Exams were provided with a Spanish language Earth Science Reference Table. The trend that is evident from the exams is that ELLs seem to struggle most with the ELA and science Regents content since no students who attempted those exams passed.

b) ELL Periodic Assessments are being used by teachers 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) From the ELL Periodic Assessment, ASA able to provide multiple measures and a more detailed portrait of students' strengths and weaknesses in listening, reading, spelling and grammar.

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 students 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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Academy for Social Action</u>		School DBN: <u>05M367</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rhokiesha Ford	Principal		2/16/01
Frederick Nelson	Assistant Principal		2/16/12
Robert Williams	Parent Coordinator		2/16/12
Laura O'Keefe	ESL Teacher		2/16/12
Donna Banks	Parent		2/16/12
Kim Pyant	Teacher/Subject Area		2/16/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suzanne Zeitlin	Guidance Counselor		2/16/12
Lawrence Penergast	Network Leader		2/16/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M367 **School Name:** Academy for Social Action

Cluster: 6 **Network:** 603

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

Part A: Needs Assessment Findings

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

The predominant home language for our ELL population is Spanish although there a few ELLs whose home languages are French and/or Wolof. Within the school staff, we have the cpacity 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 Sevices when the need arises for translation into other languages.

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

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 reoprt the oral and written translation and interpretaion findings to our school staff through the methods of a morning memo board, written and emailed memoranda, Faculty Conference, grade team meetings, individual teacher meetings and Parent Teacher Association meetings.

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.

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 the staff an parent volunteers or 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 durig any formal or informal meeting where student achievement and/or students conduct are discussed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Academy For Social Action	DBN: 05M367
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: In examining ELL data, it was evident that the students who were not making AMAO targets were primarily ninth and tenth grade Newcomers scoring at the beginning level of NYSLESLAT. In addition, high school level ELLs in general were not progressing in the areas of science and ELA credit accumulation and Regents pass rates. In order to meet these needs the Title III program will prioritize recruitment for 9th and tenth grade Newcomer ELLs, but will also offer after school for all ELLs, grades 6 through 12. The focus will be interpreting and producing nonfiction texts. In the past, students were not excited to attend after school programs, so in order to engage students more fully in the learning process, ASA will offer an after school program entitled "Explore and Discover New York" which will allow students plan, conduct and analyze their experience of science and social studies themed trips throughout the five boroughs. This format, besides engaging all students, will enable ELLs with lower proficiency to access content more easily through experiential learning. In addition, 1 credit will be offered to students who need to credit recovery in ESL/ELA. Classes will meet once a week for two hours from November through June and be taught by two ESL certified (one of whom is also ELA certified) teachers who also plan for one hour a week. In addition to funding the teachers' salaries, the Title III funds will also provide materials for instruction in English and students' home languages as well as admission to museums. The materials will be science and social studies themed and will be chosen based on the students' interest in particular excursion experiences.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Within the school, most of the PD regarding ELLs is folded into the work of the teacher teams since an ELL teacher is included in the Instructional Leader Team and participates in both grade and content area teams. The work these teams do includes planning for ELLs and discussions in how to best meet the needs of all sub groups including ELLs. ELL performance is examined in item analyses of the NYS Math and English Exams as well as of the Regents Exams and performance tasks which are required in each marking period. Based on the findings, appropriate ELL related training is provided by the ESL teachers and other invited speakers to all staff during twice weekly content and grade team meetings which occur during the teachers' professional development periods as well as in the weekly whole school Professional Development session. The topics range from language learning strategies, stages of second language learning, scaffolding for ELLs, developing academic language as well as ELLs and the Common Core Standards. The Academy for Social Action places a high priority on professional learning. Relevant professional articles, including on ELL related topics, are incorporated into PD sessions. In addition, for the classes in which the ESL teachers push in, they contribute to the

Part C: Professional Development

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 Kagan Strategy training, the Election Day ELL conference at Brandeis as well as sessions offered by the school's network and Bronx and Manhattan BETACs. Information garnered from these sessions will be turned over to content area teachers. In addition, for the 2012- 2013 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 academic vocabulary development. Professional development is provided at no cost to Title III.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ASA recognizes that parents are vital partners in the education of their children, and in response to parent demand for information and training regarding ARIS, military opt out and high school graduation requirements ASA provides PTA meetings on the second Wednesday of the month and regular workshops. The workshops also provide computer training to parents in not only navigating the ARIS and Skedula websites, but also general computer training for those parents not familiar with computers. In an effort to increase parent involvement, the Academy for Social Action hosts various events throughout the school year. In August, a new parent orientation meeting was held before school started. Other events planned this school year include: Mothers' and Fathers' Day breakfast, regularly scheduled parent meetings and workshops, and school awards assemblies. Workshop topics include 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 Skedula, 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.

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. ASA partners with several organizations/ agencies for different purposes: TASE Afterschool program for supporting parent roles, Department of Justice for cyber bullying; Real Dads network for supporting fathers; college Bound Initiative for assistance with the college and financial aid application process; and Parent JobNet and ECDO Community Partnership Center for employment related needs. We are also in the process of developing partnerships with Harlem Ivy for arts enrichment, Will I Graduate Foundation for supporting students as well as with Good Parents, Great Kids for parenting skills.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	\$7483.50	
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2456.50	
Educational Software (Object Code 199)		
Travel		
Other	\$1260.00	
TOTAL		