



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ACADEMY FOR SOCIAL ACTION

DBN (i.e. 01M001): 05M367

Principal: RHOKEISHA FORD

Principal Email: RFORD2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
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	
Jakina McCullah Hannah Holmes	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Pamela Fortune	Member/ Parent	
Brian Innes	Member/ Assistant Principal (CSA)	
Frederick Nelson	Member/ Assistant Principal (CSA)	
Diana Cornelius	Member/ Parent	
Beverly Ward	Member/ Parentt	
Emily Melnick	Member/ Secretary (UFT)	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers will possess a normed understanding of the relationship between the Framework for Teaching and the Instructional Shifts for Literacy and Math as evidenced by a staff-wide average end-of-year rating of "Effective" for Competencies 1b, 1c, 1e, and 1f and a 5% increase in passing rates across the four major content areas.

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.

Scores of "Developing" for indicators related to Curriculum and Pedagogy (1.1 & 1.2) on Spring 2013 Quality Review

During the 12-13 SY, 62.9% of first year students, 40% of second year students, and 48.8% of third year students earned 10+ credits.

Instructional Strategies/Activities

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

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

1. Teachers will meet in vertical and horizontal teams to refine/revise curriculum
2. Professional Development Series dedicated to supporting the planning and delivery of instruction
3. Peer reviews of lesson plans
4. Observations of teachers

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

1. Teachers, Administrators
2. Principal, Assistant Principals, Teachers
3. Principal, Assistant Principals, Teachers
4. Principal, Assistant Principals, Teachers

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

1. By February 2014, all course curriculum documents will show evidence of alignment to CCLS
2. Teachers will develop lessons that incorporate complex texts, tasks, and have scaffolding embedded to support a diverse range of learners
3. By February 2014 teachers will have completed at least one peer-exchange of lesson plans and at least one reflection
4. By February 2014, all teachers will be observed a minimum of two times; feedback to teachers will be aligned to the *Framework for Teaching*

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014

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

1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master Schedule revised to ensure that there is sufficient time for sustained Professional Development across the school year
3. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
4. Refinement of sharing of administrative responsibilities to ensure that all administrators have time to focus on observations

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).

In an effort to ensure that parents possess the tools necessary to assist with their child's success, multiple parent meetings will be held throughout the school year. These meetings will provide parents with the opportunity to gather information regarding city, state and federal standards and assessments. Materials and training will be provided in the areas of math and literacy to enable parents to actively engage in boosting their child's achievement levels. Professional Development opportunities for school staff will be offered to improve communication between faculty and parents in order to build stronger relationships between school staff and parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
During SY 2013-2014, core departments will continue to refine curricula and instructional practice to ensure standards-alignment and access for a diverse range of learners. As a result of curriculum revision, there will be a 10% increase in the percentage of ELL's and SWD's that earn 10+ credits

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.
Lowest-Third Percentage of 1 st Year Students Earning 10+ Credits: 40.0 %
Lowest-Third Percentage of 2 nd Year Students Earning 10+ Credits: 48.8%
Lowest-Third Percentage of 3 rd Year Students Earning 10+ Credits: 22.3%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will utilize teacher team time to align (1) curriculum to CCLS and (2) ensure that curriculum is viable and accessible by all students. 2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress. 3. Fall semester PM school/Saturday Academy courses offered to students based on review of SY 2012-13 transcripts. Spring PM school/Saturday Academy courses offered based on review of mid-year transcripts.
B. Key personnel and other resources used to implement each strategy/activity
1. Faculty and Administration 2. Faculty and Administration 3. Teachers for PM school. Guidance counselors to review transcripts.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By February 2014, teachers will have engaged in a self-assessment of curriculum and identified which assessments need to be embedded further within curriculum. By end of year, assessments on curriculum maps and lesson plans across grade levels and content areas will reflect alignment to NYS Regents and NYC Performance Assessments. 2. Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work. 3. By February 2014, there will be a 10% increase in the percentage of students that earned 5+ credits across the Fall 2013 term.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams 2. September 2013 – June 2014; Teachers teams meet 3x week in departmental teams 3. September 2013 – June 2014; PM School Classes will meet 26 times/term for 130 minutes/session; Saturday Academy classes will meet 18 times/term for 180minutes/session
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams. 2. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams 3. Per session to pay 11 teachers 54 hours/term at per session rate (\$41.98/hr)

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).

In an effort to ensure that parents of English Language Learners and Students with Disabilities possess the tools necessary to assist with their child's success, multiple parent meetings will be held throughout the school year. These meetings will provide parents with the opportunity to gather information regarding city, state and federal standards and assessments as well as services available to SWDs (in accordance with individual IEPs) and ELLs. Translation services will be provided. Materials and training will be provided in the areas of math and literacy to enable parents to actively engage in boosting their child's achievement levels. These materials will be available in multiple languages.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Refinement of instructional practices to increase student engagement will result in improved student outcomes, as evidenced by 3% increase in the four-year graduation rate.

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.

Four-year graduation rate of 59.2% for the 12-13 school year.

Instructional Strategies/Activities

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

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

1. Teachers will utilize teacher team time to share best practices.
2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.

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

1. Faculty and Administration
2. Faculty and Administration

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

1. Lesson plan revisions will reflect peer sharing of best practices feedback
2. Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.

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

1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
2. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams

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

1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.

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).

Several parent meetings will be held to ensure that parents understand the graduation requirements. Periodically, graduation requirement and state assessment information will be sent home with students to ensure that parents are aware of what is expected on their child in order to obtain a Regents diploma, at minimum, within four years of high school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Advisory Targeted AIS	Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School
Mathematics	Advisory Targeted AIS	Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School
Science	Advisory Targeted AIS	Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School
Social Studies	Advisory Targeted AIS	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.)	Advisory Targeted AIS	Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
New and untenured teachers are supported by state-required Mentoring, 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.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each

content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 and math;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 367
School Name Academy for Social Action		

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

Principal Rhokiesha Ford	Assistant Principal Brian Innes
Coach Danielle DelValle	Coach type here
ESL Teacher Laura O'Keefe	Guidance Counselor Giselle Marte Green
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Robert Williams
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	55	ELLs as share of total student population (%)	15.85%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input 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"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In								1	2	1	1	1	2	8
Discrete ESL class										4	2	3	1	10
Total	0	0	0	0	0	0	0	1	2	5	3	4	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	23

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23	1	1	9		1	23		11	55
Total	23	1	1	9	0	1	23	0	11	55

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	2	14	11	6	7	41
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										1	2			3
Haitian											1		1	2
French										1	1	1	1	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1	1	1	1		4
TOTAL	0	0	0	0	0	0	0	1	3	17	17	8	9	55

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									5	4	6		1	16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)								1	2	5	3	5	3	19
Advanced (A)							1	2	5	5	2	2	2	19
Total	0	0	0	0	0	0	1	3	12	14	11	7	6	54

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1						1
7	3		1						4
8	6	2		2					10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	1	4	1		1			9
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		0	
Integrated Algebra	9	8	3	3
Geometry	6		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3	2	0	0
Living Environment	12	7	0	0
Physics				
Global History and Geography	6	3	0	0
US History and Government	5	1	0	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 Performance Series, Brigance, and QRI Assessments. The data reveal that four of our ELLs are reading at or below third grade level. Three of those students have IEPs and the fourth is a student who is receiving additional small group assistance in math and is also in the process of being referred to the Student Intervention Team, so that targeted academic intervention can be planned for him.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An examination of the NYSESLAT and LAB-R data patterns reveal that 16 students scored in the beginning level, 19 in the intermediate level and 19 in the advanced level. Two students moved from beginning to intermediate level while eight students moved from intermediate to advanced level, and three students tested out of ESL. The modality information was not available at the time of this report, but of the 16 students scoring in the beginning level, 11 of them are newcomers and two of the remaining students have IEPs and only two are long-term ELLs. In addition, the majority of these students are in grades nine and ten. Of the 19 students scoring in the intermediate level, 11 are long-term ELLs while six are newcomers and only one has received 4-6 years of service. Also, seven of these students have IEPs, three of whom are 12th graders, the grade with the lion's share of long-term ELLs scoring in this level (five). There is also a significant portion of tenth graders (six) scoring in the intermediate level. Of the 19 students scoring at advanced level, ten are long-term ELLs while six are newcomers and 4 have IEPs. Most of the advanced level ELLs are in the ninth grade.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Although the modality reports and AMAQ tool are not available at this time, the information that the data patterns in the NYSESLAT and LAB-R have revealed have affected instruction in a number of ways. Beginning and intermediate ELLs receive one period of dedicated ESL instruction per day in addition to content area support through a push in model. Moreover, all beginning level ELLs are provided with academic concept reinforcement through small group instruction, which occurs in the 37.5-minute period, Monday through Thursday. Also, those ninth and tenth grade ELLs who scored at the intermediate and advanced levels have been provided with an additional English class, which is specifically geared towards ELLs. The twelfth graders who have scored at the intermediate level are served with additional support in the content areas where they are weak during the 37.5 minutes and within their daily program. All ELLs have the opportunity to obtain additional aid through after school and Saturday programs.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. On the 2013 NYS ELA exam, nine middle school ELLs scored at level one while one scored at level two. All the beginning level students were exempt from the ELA examination. Three intermediate level students took the exam and all scored in level one. Of these students, one was a newcomer and one had an IEP. Of the seven advanced level ELLs who took the ELA Exam, six students scored at level one and one at level two. One of the level one scoring students had an IEP and another was a newcomer. In addition, the student who scored at level two was also a newcomer. All seventh and eighth grade students scored at level one, but the lone sixth grader who took the exam scored at level 2. The main pattern that was noticeable in these test results was that with the advent of Common Core assessment, ELLs are truly struggling to master the necessary ELA skills.

On the 2013 NYS Math Exam, eleven ELLs scored at level one while three scored at level 2. The beginning level students who took this exam both took it in their native language. One of those students scored at level one while the other scored at level two. All three of the intermediate level students took the exam in English, and they all scored at level one. Of the eight advanced level students who took the exam, seven took it in English while one took it in her native language. One student who took the exam in English scored at level two while the remaining students all scored in level one. Of the two students who scored at level two, one was a sixth grader, and the other was an eighth grader. Again, there are no discernable patterns revealed in the data aside from the fact that ELLs not only struggle with Common Core requirements in English, but they also struggle with math even when given the opportunity to take the exam in their native language.

Science was the subject in which the ELLs performed the best this year. Of the nine students who took the NYS Science examination, three scored at level one while five scored at level two and one student scored at level three. Three students, two of whom were beginners and one of whom was an advanced level student, took the exam in their native language. These results were evenly distributed with one student scoring in each of the levels one, two and three. The results revealed that all the student who scored in level one were advanced level ELLs while those scoring in level two were intermediate or beginning level ELLs. Moreover, the student who scored a level three was a beginning level ELL who took the test in his native language. In the case of the science exam, having the opportunity to take the exam in their native language did produce better results on the whole since two out of three students scored a level two or higher.

In June 2013, ELLs took Regents in the areas of ELA, Algebra, Geometry, Earth Science, Living Environment, Global and U.S. History. Nine students took the ELA Regent - two beginners, two intermediate and five advanced level students - and while no students passed, one intermediate level and two advanced level ELLs came within ten points of passing. The math Regents that ELLs took were the Algebra and Geometry Regents. Seventeen students took the Algebra Regent, nine in English and eight in their native languages. Each group had three students who passed and the passing group was also evenly split between intermediate and advanced level students. Although none of the six beginning level students who took the Algebra Regent passed, three beginning and one advanced level student came within ten points of passing, and the beginning level students all took the exam in their native language. Six students took the Geometry regent, three beginning and three advanced level students. The exam was not available in the students' native language and none of the students passed. In the area of science, five students took the Earth Science Regent (2 of them in the native language) while 17 (seven in the native language) took the Living Environment Regent. No students passed either exam, but three advanced level students, one of whom took the exam in his native language, came within ten points of passing the Living Environment Regent. In the field of social studies, ten students took the Global History Regent (four in their native language) and seven took the U.S. History Regent (three in their native language). While no one scored 65 in either exam, on the Global Regent, one student in each proficiency level came within ten points of passing. This group included one student with an IEP and a beginning level newcomer who took the exam in his native language. On the U.S. History Regent, the two advanced level students who came within ten points of passing both took the exam in their native language.

b. ASA School leadership uses ELL Periodic Assessment in conjunction with Acuity and NYS Regents and Exam results to create programs and plan intervention for students. Teachers at ASA use the periodic assessments to help plan instruction to strengthen the modalities in which the students struggle. In addition, teachers take modality strength into consideration when planning how to introduce new concepts to students. The drill down information from the Periodic Assessments is also used to help inform instructional decisions as to what particular grammar, reading and listening skills are tackled in the curriculum.

c. ASA is made a variety of discoveries about ELLs from the periodic assessments and native language periodic assessments. Not only have specific skills such as difficulty constructing counterclaims come to light, but more general obstacles to success have been identified as well. For example, ELLs have been struggling to answer questions that have particular question stem types and they have also had difficulty with understanding the application of tier two vocabulary words across the content areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ASA uses NYS Exams, Baseline and Acuity Assessment as well as teacher developed assessment to address the needs of ELLs within the RtI framework. Based on these assessments, ELLs receive Tier I, II or III intervention as warranted.

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

ASA ensures that a child's second language development is considered in instructional decisions in a number of ways. Administrators consciously pair content area and ESL teachers, so that instructional design in classes where ELLs struggle, particularly science and social studies, can be infused with strategies which can build success for ELLs. In these partnerships, ESL teachers work with content area teachers to help identify possible barriers to ELL success and to help design native language support and scaffolds that will be appropriate for the tasks required of students. In addition, teachers who provide ELA instruction to ELLs are either ESL certified or highly trained and experienced in the teaching of ELLs and are able to utilize this knowledge to implement activities designed to strengthen students' proficiency in the four modalities: listening, reading, speaking and writing.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

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, as well as the frequency and duration of service. Second, NYSESLAT scores are analyzed to assess whether or not ELLs are making adequate progress towards becoming proficient in English. Modality break downs and ELL periodic assessments 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 baseline assessments, ITAs and NYS exams and Regents. 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. Students' progress from marking period to marking period is an indicator of program success. Through evaluation of the core components of learning - student progress, student exam performance, and scheduling - ASA ensures an ELL program that best serves the needs of its students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial identification of ELLs is determined at registration. The pupil accounting secretary alerts the ELL coordinator or designated pedagogue of the new student, so the HLIS form can be completed. HLIS forms are given in the parent's language with oral translation in Spanish, French and Bengali provided on an as needed basis. The translation unit's phone conference service is used for lower incidence languages. The students who are identified as possible ELLs by the HLIS, are administered the LAB-R within ten days of admission by the ELL Coordinator or another ESL teacher. In addition, the Spanish LAB is administered to qualifying students by a bilingual pedagogue.
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.
When a new student arrives for registration, the parent coordinator, the pupil accounting secretary, and the ELL coordinator work together to guide parents through the process with the ELL coordinator providing French translation and a teacher or guidance counselor providing Spanish or Bengali 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 but always within the first ten days of registration. At the orientation, French, Spanish or Bengali translation is provided by school personnel and for lower incidence languages, the Translation Unit service is employed. 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. Parents have the opportunity to ask questions about the programs. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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. Copies of the letters and Parent Surveys are kept on file by the ELL coordinator.

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.
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 and whose parents selected either Dual Language or TBE. Historically, the parent selection pattern at ASA has been to select ESL as the program choice.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Academy for Social Action makes every effort to administer all sections of the NYSESLAT to all eligible students. Before testing, letters alerting parents to the NYSESLAT testing dates are sent home. For students who have chronic absenteeism, phone calls are placed as well. If students miss the initial testing sessions, make up sessions are scheduled to accommodate them. Students are orally reminded of the make up sessions, and prior to the make up sessions, phone calls are placed to remind parents of the test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Parents of students with continued enrollment in ASA have primarily supported ESL as the choice for their children. In the past three years, there have been six newly enrolled students whose parent choice forms show a majority favored Spanish TBE. Of the six, two parents chose ESL; three parents chose Spanish Transitional Bilingual Education 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. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. In order to provide the best possible service for ELLs, ASA makes an effort to provide ESL instruction through a combination of departmentalized and co-teaching models with every effort made to avoid a pull-out model. At this time, ASA has been successful in this regard with only one student, a seventh grader, receiving service in a pull-out model. All beginning and intermediate level high school ELLs, save one who has fulfilled her ELA credit requirements, are enrolled in departmentalized ELA or ESL classes that are taught by ESL certified teachers or an ELA teacher that has extensive ELL training and experience. These teachers work together to plan instruction and ensure that the students receive language instruction in ESL class, which supports the skills required for success in their English classes.
- b. In the departmentalized model, which is used for ELA classes, ELLs are organized primarily according to proficiency level with one ESL class dedicated solely to beginning level students who are newcomers or struggle with literacy while the second class is a mix of intermediate level and high beginning level students who have stronger literacy backgrounds. Advanced level students and self-contained special education ELLs are served in this model through ELA classes taught by an ESL certified teacher. In addition, there is a supplementary ELA class taught by an ELA teacher with extensive training and experience teaching ELLs, which serves ELLs of all proficiency levels. The ESL classes and the supplemental ELA class are ungraded while the ELA classes are single grade classes. In the co-teaching organizational model, high school students are served in Earth Science and U.S. History classes consisting of a mix of non-ELLs, former ELLs and a full range of ELL proficiency levels. In the middle school, the push-in model serves 8th graders of mixed proficiency levels while in the pull out model, the seventh grade student receives services in an AIS group with other seventh grade students.
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)?

The organization of the ASA staff ensures that ELLs in the ESL program receive the required number of instructional minutes is provided according to their proficiency level through careful review of student credit needs prior to the start of each semester. Based on this review, the courses with the highest concentration of ELLs in the areas of science and social studies are programmed in a single section to facilitate the implementation of the co-teaching model. Also, ELL ELA needs are reviewed as well to ensure the placement of ELLs in the appropriate level ELA/ESL courses taught by ESL certified teachers.

- a. ESL, ELA and NLA minutes are provided for students in ASA's ESL program by two full time ESL teachers. High school ELLs receive their ESL minutes through a combination of dedicated ESL classes and co-teaching in content area classes for beginning and intermediate level students. For advanced level high school and middle school students, ESL minutes are provided through the co-teaching model or through enrollment in ELA classes taught by an ESL certified teacher. ELA minutes are provided to all advanced level ELLs, primarily in ELA classes taught by an ESL certified teacher. Additional ELA support for intermediate and advanced high school ELLs is provided in a class taught by an ELA teacher with extensive training and experience teaching ELLs. Native language support is provided to ELLs in their ELA and ESL classes through translated texts and word for word glossaries as well as oral support in Spanish or French. Additionally, ELLs may plan and do the initial drafts of their writing assignments in their L1.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Although all content area classes are taught in English, texts are translated for ELLs and word-for word and content area glossaries. In content area classes, teachers provide text translation in Spanish and both word-for word and content area glossaries in Spanish, French, Bengali, Arabic, and Haitian Creole as well as oral explanations in Spanish where the teachers are proficient such as health. Additionally, in the co-taught U.S. History and Earth Science classes, oral explanations are provided in

French or Spanish, and oral Spanish translation is provided by an alternate placement language paraprofessional in Algebra 1, Algebra 3, Economics, and Geometry. In addition to the native language support, other strategies which support ELL language development are used in all classes. These include Kagan cooperative learning strategies, graphic organizers, multiple intelligence resources as well as instruction that ramp up students abilities to engage in the complex texts required by the Common Core including strategies for annotation and close reading.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that all ELLs are appropriately evaluated in their native language by using the relevant data from the Spanish LAB-R and classroom assessments which students take in their native language. The ESL coordinator disseminates the ELL roster, ELL memos, bilingual glossaries, and translated texts when available, to content area teachers to ensure access to content in each ELL's native language. We provide options for ELLs to participate in alternative assessments in their native language in all content area classes as well as on NYSED assessments. ELLs are provided with alternative editions of the Regents exams and Earth Science Reference Tables. The rationale behind our approach is based on research that indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency to the second language acquisition process.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities throughout the year in a variety of ways. In addition to the ELL Periodic Assessments, ELLs also participate in the ELA baseline and ITA assessments. Another way that ELL progress is evaluated is through teacher-designed reading, writing, speaking and listening assessment in the ELA and ESL classes. This classroom-based assessment occurs throughout the year and is used to inform instruction for ELLs in the modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. ASA's plan for SIFE includes support in the content areas through oral translation of material as well as the provision of textual support through means of other aids including visuals and graphic organizers. Also, in the ESL class, SIFE students are supported through language development activities and texts appropriate to their reading level. SIFE students also receive additional appropriate level math support in the 37.5 minute AIS period.

b. Newcomers are served on the basis of proficiency level. There are newcomers in all levels of proficiency and this group includes SIFE. Newcomer ELLs are provided with service in ELA, ESL and the content areas as delineated in numbers 1 and 2 in this section. Additionally, beginning level newcomers are provided ESL support in the 37.5 minute AIS period. Special attention is also paid to the particular needs of newcomers scoring in advanced level. Although they are only required to have 180 minutes of ESL service, these students often require more support, and every effort is made to provide at least one additional period of ELL support a day. In addition, the ELL coordinator conferences with these students and their teachers on a regular basis to develop and monitor instructional supports tailored especially for these students.

c. ELLs who have been receiving service for four to six years are programmed according to their proficiency levels. At ASA, there are students in this group at all proficiency levels. In addition to the support provided in the co-teaching and ESL/ELA classes, students in this group all receive AIS support according to their areas of need which include math, ESL, and earth science.

d. Long-term ELLs are provided ESL service according to their proficiency levels, and there are ELLs of all proficiencies in this group. Nearly half of this population (11 out of 23) have IEPs and therefore do receive additional support through their IEP mandated services. The progress of the remaining long-term ELLs is monitored by the ELL coordinator and guidance counselors to ensure that they remain on track for graduation and are provided with appropriate AIS, counseling and programmatic support as necessary.

e. Former ELLs continue to receive support for two years after scoring proficient on the NYSESLAT. Former ELLs continue to receive support in the content areas through the co-teaching model. In addition, these ELLs are placed in an ELA class taught by an ESL certified instructor when possible.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

content areas and accelerate English language development?

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.

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

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. SETTTS services are departmentalized in all cases except for one push in group and one pull-out group which occurs during non-academic periods. Also, speech and counseling services are conducted during electives while OT/PT services are conducted off site after school hours.

Courses Taught in Languages Other than English ⓘ

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

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

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

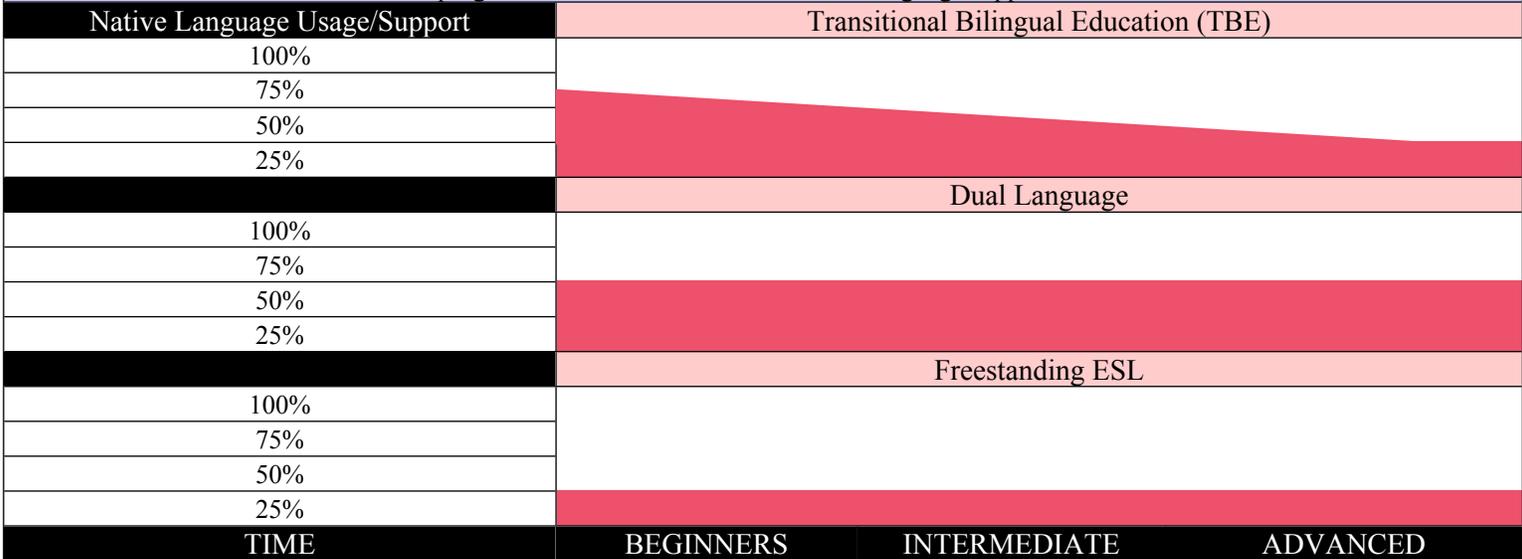
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Prior to each semester, the ELL and Special Education Coordinators, Programmer and Guidance Department meet to review students' needs in the areas of credit accumulation and Regents and NY State Exam pass rates. Based on the analysis, students are provided with programs that address their specific needs. This analysis has resulted in the following programming organization: All students in grades six through nine who scored in levels one or two of the NYS Exams, a category which includes all ELLs, are provided AIS service in their area of need: math, ELA or both. Within this group, beginning level ELLs are provided with AIS ESL service. Additional AIS classes provide support for ELLs in grades 10 through 12 who are struggling with credit accumulation or Regents in the areas of Algebra, Geometry, ELA, Living Environment, Earth Science, Global and U.S. History as well as ESL AIS for beginning level students. Moreover, ELLs are provided with extra classes during the day that support the development skills necessary for success in math, science, ELA and history with a focus on global. ELLs are enrolled in these classes depending on their areas of weakness. These classes are all offered in English, but native language support is provided by means of translated texts, word-for-word and content area glossaries and oral explanations in Spanish in three of the math classes as well as in the ELA and ESL classes.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program configuration is a new one which was implemented this school year for the first time in an effort to improve service and success for ELLs. The previous program was not enabling ELLs to stay on track with regards to credit accumulation or providing success on NYS State exams or Regents. Although the effectiveness of this new program has not been evaluated yet, we hope that improvements will be noticeable at the end of the semester when we will be able to examine Regents results and credit accumulation. The new program is meeting the needs of the ELLs in content by providing ELLs with additional classes and AIS service in the content areas where they struggle. In addition, ELL language development is fostered through the provision of departmentalized ESL and ELA classes taught by ELL certified teachers as well as a supplemental English class taught by an ELA teacher with extensive training and experience with ELL language development.

11. What new programs or improvements will be considered for the upcoming school year?

The major improvements which are being implemented this year are the designated ELL/ELA classes and the true leveling of the ESL classes. In an effort to improve ESL and ELA instruction for ELLs and in order to adequately prepare ELLs for the challenges of the ELA Regent and Common Core ELA Exam, ELLs have been placed in to ELA and ESL classes taught by ESL certified and ELA teachers with extensive training and experience in working with ELLs. This change has enabled ELLs to receive targeted instruction which meets their language development needs. In addition, the lowest beginning level ELLs and ELLs with literacy needs have been provided with an ESL class which is specifically geared towards developing stronger basic language skills while higher beginning and intermediate level ELLs are prepared for more direct entry into mainstream English classes in their ESL and supplemental ELA classes.

12. What programs/services for ELLs will be discontinued and why?

ASA will continue its move towards eliminating the ESL pull out program entirely. Currently, that portion of the program only serves seventh grade. In the coming school year, we hope to eliminate it altogether since pull-out programs have been shown to be the least effective programs for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs are offered to all students. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For middle school and ninth grade ELLs, Common Core aligned materials from Engage NY are used for ELA and Math instruction along with supplementary teacher-designed materials to facilitate ELL access to the Common Core curriculum. In addition, across content areas, ELLs are provided with instruction in close reading and other skills vital to engaging with texts on a deep level using resources from Engage NY. In social studies, materials include primary source texts which are supplemented by teacher-designed materials and translations that scaffold understanding of the complex texts. In the sciences, students are exposed

to concepts through hands on learning in labs as well as through close reading of teacher designed texts. In the ELA and ESL classes, ELLs are exposed to literature and informational texts selected by the teachers with language development in mind. Technology is infused throughout the classes, many of which contain SMART boards. Teachers also make use of the laptop carts and computer labs as well as online curriculum storage sites which allow students access to content area material when they are not in class.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Although all content area classes are taught in English, texts are translated for ELLs and word-for word and content area glossaries. In content area classes, teachers provide text translation in Spanish and both word-for word and content area glossaries in Spanish, French, Bengali, Arabic, and Haitian Creole as well as oral explanations in Spanish where the teachers are proficient. Additionally, in the co-taught U.S. History and Earth Science classes, oral explanations are provided in French or Spanish, and oral Spanish translation is provided by an alternate placement language paraprofessional in Algebra 1, Algebra 3, Economics, and Geometry. In addition to the native language support, other strategies which support ELL language development are used in all classes. These include Kagan cooperative learning strategies, graphic organizers, multiple intelligence resources as well as instruction that ramp up students abilities to engage in the complex texts required by the Common Core including strategies for annotation and close reading.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

SIFE and students reading far below grade level are supplied with resources which are appropriate to their age, grade and reading level. In addition, high interest low reading level books are available in the ELL classroom library.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs are paired with a returning ELL student of the same language background 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 ELL frequently during the first two months of enrollment to get to know the students better and to become aware of any potential issue the students might be experiencing.

18. What language electives are offered to ELLs?

At this time, ASA offers Spanish language instruction in two levels to high school students.

19. For schools with dual language programs:

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

19. N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is ongoing for all personnel who work with ELLs and includes APs, subject area teachers, secretaries as well as the parent coordinator. Every day at fourth period, teachers and administrators meet either in content area, grade teams, whole group or other configurations depending on the topic of the day. The overall goal of the professional development period is to use student data to determine curriculum foci as well as to examine assessment and instructional materials to ensure that the students are receiving standards based instruction which they will be able to access. In addition to the in house professional development, the ESL teachers and content area teachers attend training offered through the NYCDOE, Cluster, and BETAC and other sources.

2. All teachers, including ESL teachers, are provided with Common Core linked professional development both during the in-house fourth period meetings as well as when they attend professional development sessions outside the building. In the first two months of school, all social studies teachers and math teachers and two English teachers have attended Common Core training offered by NYCDOE. Other content area teachers will attend Common Core training sessions as they become available.

3. 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.

4. For the 2013-2014 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ASA recognizes that parents are vital partners in the education of their children, and makes every effort to ensure that the school maintains a welcoming environment where parents can meet with staff regarding their children as well as find parental and educational resources. The parent coordinator also provides computer training to parents in not only navigating the ARIS and Engrade 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, navigating the colleges application process as well as FAFSA. In addition, Parents are informed about Common Core standards and New York State assessments as well as significant school events on our school website. Translation is available in a variety of languages including Spanish, French, and Arabic. Through ARIS and Engrade, a web-based communication tool, parents can gain access to their children's state exam results as well as monitor their children's progress in class and communicate with teachers.
 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.
 4. In the past, parents expressed a desire to receive more information about how to access ARIS, so ASA has provided ARIS training for parents on Parent Teacher Conference Nights and at other separate workshops. Now, ARIS training is available on an as needed basis with the Parent Coordinator. 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 are a few ELLs whose home languages are French, Arabic, Bengali and various West African languages. Within the school staff, we have the capacity to translate both written and oral communication for Spanish, French and Bengali. We will utilize translation services from the Department of Education office of Translation and Interpretation Services 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 report the oral and written translation and interpretation 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.

Within the school staff, we have the capacity to translate both written and oral communication for Spanish, French and Bengali. We will utilize translation services from the Department of Education office of Translation and Interpretation Services when the need arises for translation into other languages.

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.

Within the school staff, we have the capacity to translate both written and oral communication for Spanish, French and Bengali. We will utilize translation services from the Department of Education office of Translation and Interpretation Services when the need arises for translation into other languages.

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>.

Within the school staff, we have the capacity to translate both written and oral communication for Spanish, French and Bengali. We will utilize translation services from the Department of Education office of Translation and Interpretation Services when the need arises for translation into other languages.

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		