

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M367

School Name:

ACADEMY FOR SOCIAL ACTION: A COLLEGE BOARD SCHOOL

Principal:

RHOKEISHA FORD

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Academy for Social Action School Number (DBN): 05M367
Grades Served: 9-12
School Address: 509 W 129th Street, New York NY 10027
Phone Number: 212-543-6301 Fax: 212-234-8597
School Contact Person: Josephine Van-Ess Email Address: Jyeboah2@schools.nyc.gov
Principal: Josephine Van-Ess
UFT Chapter Leader: Griffith Terry
Parents' Association President: Mahamadou Fall
SLT Chairperson: Lisa Clother
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Keisha Williams
Student Representative(s): Abdul Al Ghaithi
Anthony Martinez

District Information

District: 05 Superintendent: Donald Conyers
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: dconyer@school.nyc.gov
Phone Number: 212-356-3754 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (917) 283-2365 Fax: 212-3567546

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josephine Van-Ess	*Principal or Designee	
Griffith Terry	*UFT Chapter Leader or Designee	
Mahamadou Fall	*PA/PTA President or Designated Co-President	
Robert Williams	DC 37 Representative (staff), if applicable	
Keisha Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Abdul Al Ghaithi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tiona St. Come	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisa Clothier	UFT	
Beverly Ward	Parent	
Milaneth Smith	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Academy for Social Action is currently a 9-12 school located on 509 West 129th street in Harlem. The mission of Academy for Social Action is to provide for every student, a stimulating and rigorous educational program which encourages and supports students with diverse needs as they strive toward academic excellence. With teacher professional development, parent and community partnership, and programs that engage students and support their social and emotional development, students will be equipped to reach beyond external definitions of success and will be cultivated into productive citizens of their society.

ASA currently has 191 students enrolled in grades 9-12. Of these students 24% receive special education services and 19% of our student populations are English language learners. Additionally we have 42.19% female students and 57.81% male students.

In alignment to the element of, "Collaborative Teachers," last year ASA instated teacher teams in order to work together to enhance teacher practice and pedagogy. This year, ASA's goal is to utilize the teacher team structure in order to support the creation of curriculum that is engaging, rigorous, and promotes academic excellence for all students. With this goal in mind, ASA has begun the process of re-aligning curriculum to the CCLS standards and redesigning the curriculum and lesson plan components to ensure that explicit planning is occurring and that key learning objectives are present. Professional Development and specialist support is utilized to support these efforts and Principal Round Table Meetings help to build collaboration around revising practice as per data. In teacher Data Talk conferences, the school community will consistently focus on students in our lower third in order to track progress and areas in need of remediation so that it may further the revision process of teaching practice and curriculum development

05M367 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	08,09, 10,11, 12	Total Enrollment	235	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	1	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	79.4%	% Attendance Rate		71.4%
% Free Lunch	78.6%	% Reduced Lunch		3.6%
% Limited English Proficient	17.2%	% Students with Disabilities		27.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		51.8%
% Hispanic or Latino	45.3%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.92	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		9.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		2.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		22.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	35.0%	Mathematics Performance at levels 3 & 4		26.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	57.1%	% of 2nd year students who earned 10+ credits		53.1%
% of 3rd year students who earned 10+ credits	55.7%	4 Year Graduation Rate		45.1%
6 Year Graduation Rate	67.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

ASA wants to ensure that instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

ASA received scores of “Developing” for an indicator related to Curriculum and Pedagogy (1.2) on its most-recent Quality Review. As our School Quality Guide for the SY 13-14, indicated that only 57.1% of first year students, 53.1% of second year students, and 55.7% of third year students earned 10+ credits for the year. The Quality Guide from 2013-14 school year also notes an increase in ELL and SPED students; starting from 13% of ELL students and 22% of SPED students in the 2011-12 school year and growing to 19% of ELL student and 24% of SPED students in 2015-16 school year. With this data in mind, ASA is working to ensure that all student needs are met by creating curriculum that is rigorous, engaging, and scaffolded. Adjustments such as planning for key skills, lesson essential questions, CCLS standards, and diverse assessments is the first level of foundation laid for enhancement in learning. The strength in current practice is the structural design of team meetings. Time has been allotted on a daily basis for teachers to be able to engage in collaborative work; however, the task is now to have teacher’s work in a productive, consistent, and effective manner. Time is now allotted for curriculum development, incorporation of professional development learning, data analysis (data talks) and utilization of looking at student work protocols.

This connects to rigorous instruction in the way that teachers will focus their attention on what they are teaching students and how. The incorporation of looking at student work protocols and data talks will further the work of enhancing the curriculum; for as per the data collected, teachers will be able to understand student individual and holistic needs, and make necessary shifts from an informed lens.

Part 2 – Annual Goal

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

By Spring (May) 2016, teachers will develop rigorous curricula that meets the needs of of diverse level students as measured by students showing a five percent increase in ELA and Math Regents pass rates and a ten percent increase in credit accumulation for all students; however, with a special focus on students with disabilities and students that are ELL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During August 2015, teachers will meet with curriculum specialists to begin assessment of current practice.</p>	<p>Teachers, Administrators</p>	<p>August 2015</p>	<p>Principal, AP Supervision</p>
<p>During the school year, teachers will meet in grade level and content-area teams weekly to develop CCLS aligned curriculum.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, AP Supervision, Curriculum Specialist</p>
<p>Professional Development Plan will reflect diverse Professional development opportunities that will help to enhance practice and promote student achievement. Some of these developments will focus on data analysis, lesson planning execution, co- teaching strategies, DOK questioning, differentiation and curriculum development.</p>	<p>Teachers, Administration</p>	<p>September 2015 – June 2016</p>	<p>Principal, AP Supervision, Curriculum Specialist</p>
<p>Parents will be provided with diverse workshops at Principal Chat and Chew meetings in the areas of preparing students for college, high school articulation and transcript review, and curriculum previews that will help them stay informed about standards students have to reach in order to graduate and better understand instructional demands, and to help support their children at home.</p>	<p>Teachers, Administrators, Parent Coordinator, Guidance Counselor</p>	<p>September 2015 – June 2016</p>	<p>Principal, AP Supervision, Curriculum Specialist</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>School will make effective use of the master schedule to ensure that teachers have space to collaborate during the school day, at minimum 4x/week. Collectively bargained extended days for teachers on Mondays and Tuesdays for Professional Learning will be where the majority of the support for teachers takes place.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By Winter (February) 2016; as a mid point benchmark, fifty percent of Curricula will be produced by February 1st, 2016. Curricula will focus on specific scaffolds for ELL and SPED students as examined by the SLT and administration. Administration will help to support teachers in developing rigorous curriculum that meets the needs diverse level students by providing professional development on curriculum and lesson planning and data analysis.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

ASA wants to ensure that students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classroom must support the social and emotional growth of all students.

As per 2014-15 OORS data, 127 school incidents were reported. There has been a decline in enrollment from the 2011-2012 (288 students) as noted in the Quality Guide from the 2013-14 school year to the 2015-16 school year (192 students; 21 of which are Long Term Absence (LTA) students). The Quality Guide from 2013-14 school year also notes an increase in ELL and SPED students; starting from 13% of ELL students and 22% of SPED students in the 2011-12 school year and growing to 19% of ELL student and 24% of SPED students in 2015-16 school year. With this data in mind, it is very important to ensure that the school and class environment is one that is engaging, safe, and provides supports for diverse learners so that they may feel motivated to come to school. Supportive structures such as the Never Been Absent attendance initiative, Parents as Partners parent initiative, Progressive Discipline structure, and Principal Round Table inquiry meetings will help to support the efforts of diagnosing problematic factors to ensure better student attendance, support, and learning.

Part 2 – Annual Goal

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

By Spring (June) 2016, attendance will increase by five percent, student suspensions will decrease by twenty percent, and ten percent of students will increase in credit accumulation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Never Been Absent Attendance Initiative</p> <p>Starting September 2015, bi-monthly attendance meetings will occur. In October, ASA will create an attendance mentoring program in which constituents will have 6-7 students who have been noted as having chronic absenteeism and provide incentives to increase student attendance.</p>	<p>Students</p>	<p>Fall 2015- Spring 2016</p>	<p>Administration, teachers, guidance counselor, social worker, attendance teacher, and school secretary</p>
<p>Parents as Partners Initiative</p> <p>In September, monthly Principal Chat and Chew meetings will occur to ensure parent engagement as well as provide critical workshops that support families in supporting diverse learners.</p>	<p>Parents</p>	<p>Fall 2015- Spring 2016</p>	<p>Administration, teachers, guidance counselor, and social worker</p>
<p>Principal Round Table</p> <p>In September, bi-monthly Principal Round Table meetings will occur to collaborate with educators in providing feedback in regards to instructional, operational, safety, and social and emotional procedures.</p>	<p>Teachers and Students</p>	<p>Fall 2015- Spring 2016</p>	<p>Administration</p>
<p>Progressive Discipline</p> <p>In October, a progressive discipline structure will be in place to ensure that students have an opportunity to receive support when negative behaviors occur, reflect, find alternate consequences other than suspensions, and prevent behaviors that may occur in the future.</p>	<p>Students</p>	<p>Fall 2015- Spring 2016</p>	<p>Safety Liaison</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Funding for incentives, food, and per session will be necessary in order to run all programs. Per-session will be necessary for human resources that will conduct parent workshops other than the Principal. Scheduling will</p>

incorporate all constituents responsibilities and availability to ensure bi-weekly attendance meetings can occur at 12:00pm on Tuesdays and to ensure that round table meetings can occur bi monthly during 4th period on designated day.

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

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

Part 5 – Progress Monitoring

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

By Winter (January 2016), attendance will increase by two percent, student suspensions will decrease by ten percent, and five percent of students will increase in credit accumulation.

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

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

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

Part 1 – Needs Assessment

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

For the June 2015 Regents administration, our pass rates for the most frequently taken exams were 3% for Earth Science, 7% for CC Algebra, 22% for Global History, 25% for Living Environment, 35% for US History and 57% for CC English. According to the 2013 – 2014 Quality Guide, we had a 45% 4 year graduation rate and between 53% and 57% of students earning 10 or more credits during the first 3 years of high school. For the current school year we have at least 10 students pursuing Advanced Regents diplomas and a realistic target of a 75% graduation rate. Although the time for teacher teams to meet has previously existed, a review of the data revealed that the time may not have been used as effectively or efficiently. Thus, we are restructuring our teacher teams to work more effectively on curriculum development, lesson planning, data analysis and improving instructional practice. Teachers will meet in a variety of teams including content area, grade level and SPED planning teams. One of the strengths of our organizational design is that all of our teachers are free from teaching duties during 4th period every day and are using this time to work closely with their teams in a structured and purposeful way. Teachers also meet for 80 minutes on Monday afternoons. Our teachers have embraced the work that we are doing in our teacher teams and often spend extra hours working together after Monday professional development sessions.

Part 2 – Annual Goal

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

By June of 2016, teacher teams will examine Data Talks analysis trends and actions plans to refine their instructional practices and shift curricula as measured by a 5% increase in the ELA and Math Regents pass rate and a 15% overall increase in credit accumulation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the last weeks of August and the first week of September, our teachers were invited to attend professional development with our curriculum specialists. We had 100% teacher attendance on some days. It was in these meetings that we began to roll out the new teacher team structures that would carry on for the duration of the school year.</p>	<p>Teacher Teams</p>	<p>August 2015</p>	<p>All teachers, administration, curriculum specialists, support from partnership school and master principal</p>
<p>During the school year, teacher teams will also meet at the grade level to review data around specific groups of students. The students will compare instructional strategies, behavior management techniques and review student work to gain a deeper understanding of our student's academic strengths and weaknesses.</p>	<p>Teacher Teams, Students</p>	<p>October 2015</p>	<p>All teachers, administration,</p>
<p>During the school year, teacher teams will conduct intervisitations with our partnership school with a focus on improving instructional practices.</p>	<p>Teacher Teams</p>	<p>November 2015</p>	<p>All teachers, administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The work of our teacher teams will be done primarily during the school day. We will utilize our 4th period professional development time and Monday after school professional development time to conduct the majority of this work. Where needs arise, work with specific teacher teams or individuals may be done on a per-session basis.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By December 2015, teacher teams will engage in monthly data analysis meetings called Data Talks to refine their instructional practices by focusing on student groups of the lowest third and creating plans of actions to ensure a 5% increase in the ELA and Math Regents pass rate and a 15% overall increase in credit accumulation by June 2016.

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

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

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

Part 1 – Needs Assessment

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

It is important that the Principal of ASA leads by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

ASA received scores of “Developing” for an indicator related to Curriculum and Pedagogy (1.2) on its most-recent Quality Review. Seven out of fifteen teachers have been rated Developing for the 2015-16 school year as per observations and data collected through the Advance system. As our School Quality Guide for the SY 13-14, indicated that only 57.1% of first year students, 53.1% of second year students, and 55.7% of third year students earned 10+ credits for the year. With this data in mind, a focus on instruction and pedagogical practice is crucial. ASA has allocated 4th period for team meetings ever day which is a great first step in ensuring appropriate development of curriculum. In conjunction with developing curriculum, ASA will also engage in frequent observation and inter-visitiation cycles that will help to promote progress in teaching practice; thus, producing better outcomes on student performance data.

Part 2 – Annual Goal

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

By June 2016, teachers will make improvement in the areas of 1e, 3c, and 3b as evidenced by the Danielson rubric ratings . For the school year 2015-16, teachers will receive frequent and timely feedback to ensure enhancement in instructional practice. By Spring (June) 2016, thirty percent of teachers will be rated overall effective in the areas of 1e, 3b, and 3c.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School leaders will engage in frequent cycles of observation that will be paired with time-bound, actionable feedback aligned to the Framework for Teaching .	Teachers	September 2015 – June 2016	Administrators
The school’s Professional Learning Plan for teachers will include periodic opportunities for teachers to engage in peer and outside of school inter visitation to develop a shared understanding of high-quality instruction.	Teachers	September 2015 – June 2016	Administrators, collaborating teachers
As an outgrowth of the Initial Planning Conferences in September, all teachers will have SMART goals aligned to their areas of deficit from the 2014-15 school year.	Teachers	September 2015 – June 2016	Administrators
To ensure the development of a safe, trusting, and supporting professional learning environment for teachers, school leadership will dedicate monthly professional development focused on instruction to ensure improvements instructional practice.	Teachers	September 2015 – June 2016	Administrators,

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams. (Per- Session for AP) Master Schedule revised to ensure that there is sufficient time for sustained Professional Development across the school year. (Per Session for contracted Programmer, AP, Guidance Counselor, and ESL teacher) Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams. (Schedule adjustment) Refinement of sharing of administrative responsibilities to ensure that all administrators have time to focus on observations.(Per- Session for AP)										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

As a mid-point bench mark, by January 2016, fifteen percent of teachers will be rated overall effective in the areas of 1e, 3b, and 3c.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

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

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

Part 5 – Progress Monitoring

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

--

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

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The guidance counselor will examine transcripts and determine which students as per the different grades are lacking credits to be promoted. Also, through teacher data-talk tracking documents, teachers will be able to "catch" students before they are at risk and begin to create a plan of action for improvement	Advisory Targeted AIS After school skill recovery programs	Individual and Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School
Mathematics	The guidance counselor will examine transcripts and determine which students as per the different grades are lacking credits to be promoted. Also, through teacher data-talk tracking documents, teachers will be able to "catch" students before they are at risk and begin to create a plan of action for improvement	Advisory Targeted AIS	Individual and Small Group Tutoring Regents Prep	2x per week during school After School Saturday Before School
Science	The guidance counselor will examine transcripts and determine which	Advisory Targeted AIS	Individual and Small Group Tutoring Regents Prep	2x per week during school After School Saturday

	students as per the different grades are lacking credits to be promoted. Also, through teacher data-talk tracking documents, teachers will be able to "catch" students before they are at risk and begin to create a plan of action for improvement			Before School
Social Studies	The guidance counselor will examine transcripts and determine which students as per the different grades are lacking credits to be promoted. Also, through teacher data-talk tracking documents, teachers will be able to "catch" students before they are at risk and begin to create a plan of action for improvement	Advisory Targeted AIS	Individual and 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.)	The SBST will provide targeted counseling for students with IEP's and students referred through the Progressive Discipline referral. The SBST will push into classes, observe students, and provide support on an as need basis	Advisory Targeted AIS Double Period instruction	Individual and Small Group Counseling Regents Prep	2x per week during school After School Saturday Before School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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. Professional development will be provided in the areas of lesson planning, curriculum development, Danielson trends analysis, co-teaching strategies, data analysis, and instructional rounds. The framework for these areas will be introduced and practiced throughout the fall and winter and evaluated throughout implementation but mainly in the Spring. Teachers will engage in self-assessment and reflection on an ongoing basis to ensure professional growth.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/a

3b. TA Coordination with the Regular Program

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

N/a

Part 4: SWP Schools Only

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

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

N/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 teachers’ 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 are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	120,425.00	X	Pp 10-11, 16-17
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,444,593.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- • Launching, Parents as Partners Initiative, to ensure parent engagement and involvement. Parents will be invited to attend Principal Chat and Chew workshops which will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, credit accumulation overview, financial aid services, college applications, test accommodations, etc.
-
- • Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
-
- • Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
-
- • Providing assistance to parents in understanding City, State and Federal standards and assessments
-
- • Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
-
- • Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community

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

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

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

- • Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
-
- • Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report
-
- • Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
-
- • Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
-
- • translate all critical school documents and provide interpretation during meetings and events as needed
-
- • Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

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

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

School-Parent Compact (SPC) Template

The Academy for Social Action, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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 Conference

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- • Attend school regularly and arrive on time
- • Complete my homework and submit all assignments on time
- • Follow the school rules and be responsible for my actions
- • Show respect for myself, other people and property
- • Try to resolve disagreements or conflicts peacefully
- • Always try my best to learn

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Academy for Social Action</u>	DBN: <u>05M367</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>47</u>
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 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"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

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 became obvious that while ELLs have been making progress in the area of credit accumulation, they are not on track in Regents pass rates. The effort to address this deficiency has two foci. The first method supports students who have taken the Regents and failed and the second supports 8th and 9th graders who have yet to take the Regents.

-
After School Program: Students who have unsuccessful records in the Regents will be in Regents preparation classes on Wednesdays through Fridays for 1.5 hours after school hours during which the ELL teacher will be working in collaboration with the content area teachers to provide instruction, support, and materials that will meet ELL needs. During the fall semester, the instructional time will be split between the Global and Algebra preparation classes as these are the areas of most need for ELLs. After the January Regents, the areas of need will be reexamined and a determination will be made as to which Regents prep classes will be necessary for ELLs.

-
Saturday Program: At this point, the program could be modified to provide support during the Saturday Regents Prep Academy, depending on ELL needs and class times available. Content area teachers will be paid through other funding streams.

-
After School Program: The second half of the program will provide after school homework help and enrichment for 8th and 9th grade ELLs, particularly in the areas of science and math since those will be the exams which they will be required to take this year. The program will meet 1.5 hours Wednesdays-Fridays and will be taught by the ESL teacher who will co-teach with the science and math teachers and will identify curriculum and areas where students require reinforcement of concepts or additional support.

-
Additional funds will be used to purchase bilingual Spanish, Haitian Creole, French and Arabic resources that will support the ELLs in the content areas.

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 Professional Development regarding ELLs is folded into the work of the teacher grade and content 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 that 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 weekly content and grade team meetings which occur during the teachers' professional

Part C: Professional Development

development periods as well as in the weekly whole school Professional Development sessions. 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. During this school year, the ELL teachers will attend a variety of professional development seminars including sessions offered by the school's network and the Department of ELLs. Information garnered from these sessions will be turn keyed to content area teachers. In addition, for the 2014-2015 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, Engrade, military opt out and high school graduation requirements, ASA provides PTA meetings on the second Wednesday of the month and parent workshops on a biweekly basis. The workshops also provide 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. ASA has also partnered with the Manhattan District Attorney's office and the Department of Transportation to provide workshops on pedestrian safety, the criminal justice system, child abuse, cyberbullying, domestic violence, Internet safety, laws governing police action, and immigration. The DA's office is also providing access to a mock trial in the federal court. 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. In addition, Parents are informed about state standards and assessments as well as significant school events on our school website and the on site College Bound Initiative counselor meets regularly with parents to provide assistance with the college and financial aid application process. Translation during parent events is provided in Spanish and Feench by school personnel and via translation Unit services for other languages and parents are notified of events through multilingual flyers and phone calls.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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)	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 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 ENL teacher, and one parent.

Principal Josephine Van-Ess	Assistant Principal Brian Innes
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Laura O'Keefe	School Counselor Danisha Baughan
Teacher/Subject Area Anya Meier	Parent Cherise Miller
Teacher/Subject Area type here	Parent Coordinator
Related-Service Provider type here	Borough Field Support Center Staff Member Alice Cohen
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	186	Total number of ELLs	36	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	8
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24	8	1	4	1	1	8	1	6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	15	4	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											2			0
Haitian											1			0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	23	0	9	0
Integrated Algebra/CC Algebra	1	10	1	3
Geometry/CC Algebra	3	0	0	0
Algebra 2/Trigonometry	4	0	0	0
Math <u>CCAlgebra</u>	3	9	0	0
Chemistry				
Earth Science	5	7	0	0
Living Environment	2	13	0	1
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	11	1	2
Geography				
US History and Government	3	20	3	2
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Although we are not an elementary level school, we do conduct assessments of the early literacy skills of SIFE students and struggling students using English and home language assessments including the Performance Series, Brigance, and QRI Assessments for English and the LENS for SIFE whose home language is Spanish, and teacher made assessments for students who have had schooling in French. For the students who were in the school last year, the QRI assessment indicated that 2 were reading on a 3rd grade level and the remaining student was on a fourth grade reading level. Assessment is ongoing for the new students, but if trends hold, students will need additional math and literacy support. This support has been provided through skills classes during the day in math, ENL and social studies as well as in the Title III after school program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An examination of the NYSESLAT and NYSITELL data patterns reveal that 14 students scored in the Entering level, ten in the Emerging level, ten in the Transitioning level, and two in the Expanding level. Five students moved from beginning to Emergent level while one student moved from beginning level to Transitioning level, and one student moved from intermediate to Expanding level. In addition, nine students moved from advanced to Commanding level. Of the 14 students scoring in the Entering level, 13 of them are newcomers and the remaining student is a long-term ELL as well as a SIFE. In addition, the majority of these students are in grades nine and ten. Of the ten students scoring in the Emerging level, six are newcomers, and one is a long-term ELLs who also has an IEP while the remaining two have 4 to 6 years of service. Of the ten students scoring in the Transitional level, three are newcomers while two have four to six years of service and five are long term ELLs. All the long term ELLs in this level also have IEPs. The only person who scored in Expanding level is a long term ELL with an IEP. Most of the ELLs who are scoring in the Entering level are in the ninth grade while the majority of students who scored in the Emerging and Transitioning levels are in the tenth grade which is also the grade with the overall greatest number of ELLs. In addition, the majority of students who scored at the Commanding level are twelfth graders.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

AMAO tool enables ASA to evaluate which students are at high risk of not completing high school and helps to determine targeted interventions for students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. In June 2015, ELLs took Regents in the areas of CC ELA, Comprehensive ELA, CC Algebra, Integrated Algebra, Geometry, Algebra II/Trig, Earth Science, Living Environment, Global and U.S. History. 23 students took the Comprehensive ELA and CC ELA Regents – one Entering level student, two Emerging level student, two Transitioning level students and five Commanding level students. Two Commanding Level students passed the Comprehensive ELA and all the Commanding level students passed the CC ELA. The lower level ELLs did not pass either exam. The math Regents that ELLs took were the Algebra, Geometry, and Algebra II/Trigonometry Regents. Eight students took the Integrated Algebra Regent and 14 took the CC Algebra Regent. Four students took the exams in English while twenty two students had access to translated editions and one student responded in the home language. Three students using translated editions and one student using the English edition passed. Three students took the Geometry Regent in English, but none passed. Four students, all at the Commanding level took the Algebra II/Trigonometry Regents in English, but none passed. All were Muslim students who were fasting for the first day of Ramadan and were taking the exam in an unairconditioned classroom on a sweltering day. In the sciences, twelve students took the Earth Science Regent, five in English and seven in the home language. No students passed. For Living Environment, 15 students took the exam, two in English and thirteen with access to translated editions. Only one student passed and the student had taken the exam in his native language. In the field of social studies, thirteen students took the Global History Regent (eleven with access to translations in their native language) and 23 took the U.S. History Regent (20 with access to translated editions in their native language). One student passed the English version and two passed the home language version of the Global Regent. Three students passed using the English version and two passed using the home language version of the U.S. History Regent.

b. ASA School leadership uses ELL Periodic Assessment in conjunction with MOSLs 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

ASA uses NYS Exams, Baseline 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 student's new 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 work closely with the ELL teacher 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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 and Regents exams. Increased student progress from year to year is an indicator

of ELL program success. Scores are analyzed to establish the students' areas of greatest need, and the ELL program is designed to assist students in those areas. Additional content area resources are provided and schedules are designed to allow the ESL teachers to support students through Integrated ENL content area instruction 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. ELL 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.

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

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 and French provided on an as needed basis. For other languages, the Translation Unit phone conference services are utilized. The ELL Coordinator reviews student work, conducts informal assessment and interviews the student in English, Spanish and/or French, or obtains a translator if necessary to determine if the student is eligible to take the NYSITELL. The students who are identified as eligible are administered the NYSITELL and Spanish Lab if applicable within ten days of admission by the ELL Coordinator. If the initial screening process indicates the need, the SIFE Questionnaire and LENS are administered.

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

SIFE are identified within thirty days of enrollment through a number of checks. In the initial parent interview, the amount and consistency of schooling the child has previously had is discussed. In addition, through administration of the Spanish Lab and other teacher made tests in Spanish and French, a determination is made as to whether the child should be administered the SIFE Questionnaire and the LENS. If the child comes from another language background, the school will provide a translator to administer the SIFE Questionnaire if necessary.

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

When students with a home language other than English who also have an IEP developed in the United States enroll in ASA, a meeting of the Language Proficiency Team is called to determine if the student is eligible for NYSITELL or not. The language proficiency team members are the assistant principal, ELL and special education coordinators and the student's parent or guardian. Translation services are provided for the parent if the parent's preferred language of communication is not English. Using the information obtained in the initial students interview, the student's history of language use in school, home and community as well as the results from the bilingual evaluations from the School Based Support Team or CSE, the Language Proficiency Team determines if the student is eligible to take the NYSITELL. If the team determines that the student is not eligible for NYSITELL, the principal determines whether she accepts or rejects the decision. If she accepts the decision not to administer the NYSITELL, the decision is reviewed by the superintendent or superintendent's designee.

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

When a NYSITELL eligible student enters the school, s/he is administered the NYSITELL and the day that result is received, the ELL Coordinator mails the appropriate letter to the student's home.

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

Parents are informed about the right to appeal ELL status through the Entitlement/Non-Entitlement letters which are mailed home after the child takes the NYSITELL

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

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 or other staff providing Spanish or French interpretation 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 20 days of registration. At the orientation, French or Spanish translation is provided by school personnel and for lower incidence languages, the Translation Unit interpretation 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Academy for Social Action (ASA) ensures that parent surveys are distributed within the first twenty days of school (or registration). The ELL coordinator identifies calls the home to make an appointment for orientation with the parent at a time convenient for the parent. If a parent does not attend an ELL parent orientation session, a parent survey is mailed to the home, and a call is made to schedule another orientation time. If the survey is not returned and the parent is unable to attend any orientation meeting, the Program Placement Default letter is mailed to the home. Program choice is monitored through the information that has been entered in the ELPC screen in ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. At this point in time, ASA has no parent surveys that have not been returned for the past three years. However, in the event that the surveys are not returned, the parent coordinator maintains a log of parent orientation and choices and the information would be collected there along with the reason that the form has not been returned.
9. Describe how your school ensures that placement parent notification letters are distributed. ASA ensures that placement parent notification letters are sent to parents. On the day when the parent comes for orientation, the ELL Coordinator alerts the parent that a letter will be sent to indicate the program placement, and later that day, the letter is mailed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ASA retains documents for each child. HLIS and Program Selection forms are copied with one copy going into the child's cumulative record and the other copy retained in the ELL Coordinator's files. Program placement letters and continued/non-entitlement letters are photographed and kept in an electronic file. Any other ELL related documents are also kept on file with the ELL Coordinator.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. ASA ensures that all parents are informed of the continued entitlement or the transition support of their children. When school starts, the ELL Coordinator prints the RLAT and fills out the appropriate letters for all the students in the preferred language of communication for the parents and mails the letters home within the first five days of school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

At this time, ASA only offers ENL, not bilingual or dual language programs. The program is delivered through ENL stand alone classes and Integrated ENL in English, Government and Algebra. There are two stand alone classes: one for Entering/Emerging level students who have weak speaking and listening skills and the other for Entering/Emerging level students who have stronger speaking and listening skills, but struggle with reading and writing. Since ASA is a small school, with only 200 students, these classes are ungraded. In the Integrated ENL program, the ELA/ENL class is primarily for tenth graders since that is the grade where the majority of ELLs are although this class has a few eleventh and twelfth graders who need 10th grade ELA credit as well. The ninth graders and a newcomer twelfth grader are provided Integrated ENL/Content Area instruction in their government class, and the remaining students are in an ungraded Integrated ENL/Algebra class. All ENL/Content Area classes are heterogenous in the area of NYSELAT/NYSITELL level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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, math and/or social studies are programmed in a single section to facilitate the implementation of the Integrated ENL model. Also, ELL ELA needs are reviewed as well to ensure the placement of ELLs in the appropriate level Integrated ENL/ELA.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Although all content area classes are taught in English, texts are translated for ELLs who need it and word-for word and content area glossaries are provided. In content area classes, teachers provide text translation in Spanish, Haitian Creole, Arabic and French on a regular basis. Classrooms also have both word-for word and content area glossaries in Spanish, French, Arabic, and Haitian Creole. Oral explanations in Spanish or French are provided where the teachers are proficient including all of the Integrated ENL classes. 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, and sentence and paragraph frames 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. Clas groupings are also designed to allow more proficient students to assist less proficient students from the same language background.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ASA ensures 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?
 5. 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 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

- d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. 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 through afterschool ELL and skills development programs.
- b. The majority of ASA's ELL population are newcomers and they are served on the basis of proficiency level. There are newcomers in all levels of proficiency, and this group includes all of ASA's SIFE population except for two students. Newcomer ELLs are provided with service in ELA, ESL and the content areas as delineated in numbers 1 and 2 in this section. In addition, the ELL coordinator conferences with these students and the teachers who have the classes which have not been designated for Integrated ENL on a regular basis to develop and monitor instructional supports tailored especially for these students.
- c. Developing ELLs who have been receiving service for four to six years are programmed according to their proficiency levels. There are only 4 students in this group and they are all either in the Emerging or Transitioning levels. In addition to the support provided in the co-teaching and ESL/ELA classes, students in this group receive additional support classes according to their areas of need which include math, U.S. history, and earth science.
- d. Long-term ELLs are provided ESL service according to their proficiency levels, and there are ELLs of all proficiencies except for Expanding in this group although the majority of the eight long term ELLs have scored in the Transitioning level on the NYSESLAT. All of these students except two 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 counselor to ensure that they remain on track for graduation and are provided with appropriate AIS, counseling and programmatic support as necessary. Both students participate in the school's attendance mentoring program.
- 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 Integrated ENL model when possible. In addition, these students conference regularly with the ELL Coordinator to determine what support they need to continue to be successful in school.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- ASA ensures that a student who has gone through the ELL Re-identification Process is not adversely affected academically by the decision. Six months after the original determination, the principal requests progress reports from the student's teachers and in a meeting that includes the ELL Coordinator, parent and guidance counselor, reevaluates the decision. If the student is deemed to have been adversely affected, the principal and committee determine whether the status should be reversed or whether the student should receive other academic supports. If the recommendation is a change of ELL status, the superintendent is consulted and the parent is notified in writing within ten days of the final decision.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- ASA uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students are able to utilize supplemental content area materials and are permitted additional time for completing exams, with the use of separate location and small group size when appropriate. SETTS students receive service in the last period of the day at a time that does not interfere with any core class instruction. Also, speech and counseling services are conducted during electives while OT/PT services are conducted off site after school hours.

Chart

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

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

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

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



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

Chart

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

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

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

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

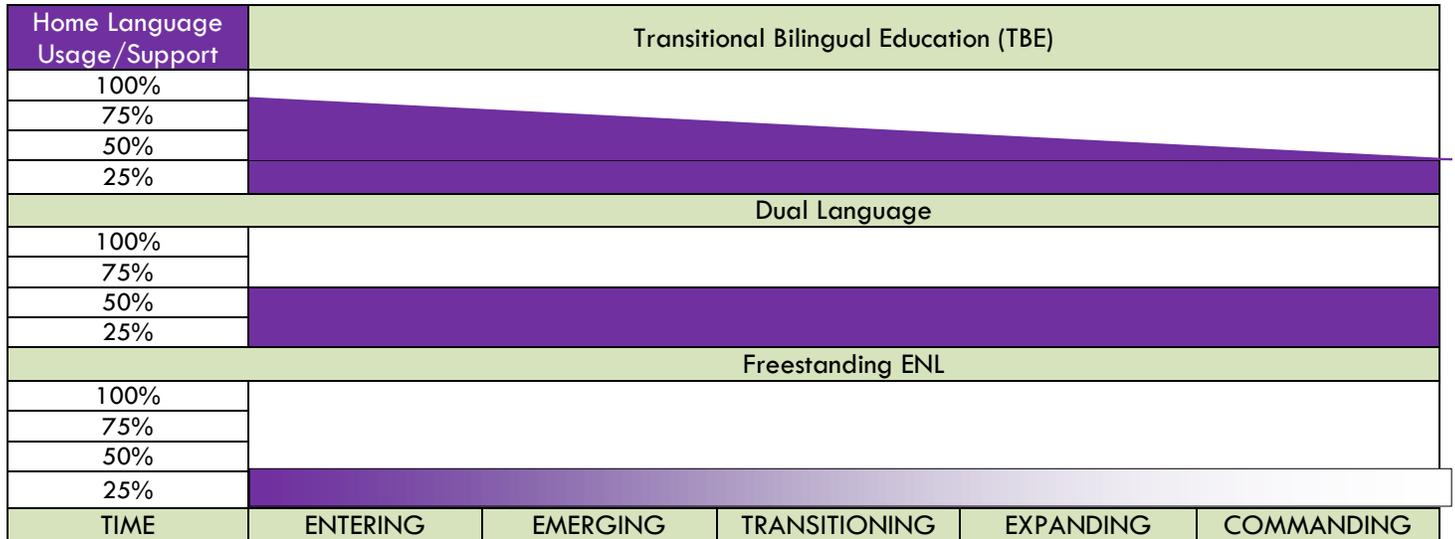


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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 for this semester: All ninth graders and those students who have not passed the Algebra regents are provided with an additional period of math support. The Algebra class that supports the students who did not pass the Regents is an Integrated ENL class with Spanish language support provided as there are no students with other home languages in the class. This class also supports ELL-SWD in gaining skills needed for Regents. In the area of ELA, there are two classes that support students, including ELLs at the Entering through Transitional levels who have not passed the ELA Regents. Both classes are taught by a teacher who has extensive training in teaching ELLs who uses ELL strategies in her class to support these students. Also, students, including ELLs who are in the Entering through Transitional levels and who have not passed the U.S. History Regents have a support class where they are provided with materials in their homelanguage and may write in their home language if they prefer. In addition, those students with IEPs which indicate a need for 1.5:1 for ELA and math, including four Long-Term ELLs, are provided additional basic skills support in those classes and are conducted in English, the language that this particular group of students feel most comfortable in. Glossaries, dictionaries and text translations are provided on an as needed basis.
11. 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 has been modified since last year to comply with the new ELL policy guidelines. Although we have not been able to evaluate the effectiveness of the current program as of yet, we will be reviewing the program after the current semester to see if students have been more successful in obtaining passing scores in the Regents and accumulating needed credits. Since home language support has increased greatly in all classes, and Integrated ENL is being provided in the Algebra skills class, an increased pass rate is anticipated.
12. What new programs or improvements will be considered for the upcoming school year?

Due to the new ELL policies, ASA has implemented an official Integrated ENL class for the first time. Prior to this year, although the ELA teachers had extensive ELL training, they were not NYS certified, and content area integrated ENL was provided primarily in science and social studies. Also, since ASA is a small school, master schedule programming will have to be done very carefully to ensure that all ELLs receive the number of minutes of service necessary. To avoid overcrowding in some content area classes, it may be necessary to make them ELL only classes, which ultimately may be beneficial for the ELLs academically.
13. What programs/services for ELLs will be discontinued and why?

In prior years, in order to meet ELL minutes, there was an ELL elective that was heterogenously grouped across grade levels. Instruction was differentiated for grade levels, but the over all effect did not impact ELL success positively. Currently, all ELLs are served either in ENL stand alone classes for the lowest level students or in Integrated ENL settings.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students fully participate in all school programs. This year we are incorporating numerous after school activities including basketball, soccer, track and field, academic enrichment, SAT prep, cooking classes, dance clubs and literacy clubs. Our ELLs are an integral part of all of our after school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In the stand alone ENL classes, materials used include Human Rights units from Speak Truth to Power and units developed by AIR in conjunction with NYCDOE as well as the NY Lessons: Challenges/Solutions and Migrations. The ELA curriculum includes Grammar and Literature units developed by the English Department which includes the ELL Teacher and an ELA teacher who is highly trained in the are of ELLs. For challenging texts, translation is provided and scaffolded activities help ELLs develop the skills to access complex texts. For math, science and social students, students have access to translated texts and in all classes, additional translation can be done through student use of dictionaries, glossaries, and computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Although all content area classes are taught in English, texts are translated for ELLs and word-for word dictionaries and content area glossaries are provided. In content area classes, teachers provide text translation in Spanish, French, Haitain Creole or Arabic as needed, 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 Integrated ENL content area classes (ELA, Algebra and Government), oral explanations are provided in French or Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ASA provides services and resources that appropriate to the students' ages/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 all classes. Reading strategies instruction and scaffolding assist these students in accessing complex texts.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 ELL teacher individually conferences 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. The guidance counselor also meets with new ELLs to explain how credits from their former schools can be entered into STARS as well as to review their transcripts and requirements that are necessary for them to graduate.

19. What language electives are offered to ELLs?

All students, including ELLs are offered language instruction via online courses. They have an opportunity to choose from a wide variety of languages to study including Spanish, Fench, Arabic and Chinese.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel at ASA receive professional development in multiple areas. They work closely with content area teachers to improve their pedagogical practices and they receive professional development with all of our other pedagogues during in house professional development sessions. We currently have scheduled professional development around the Danielson components, specifically 1E, 3B, 3C and 3D. Our ELL personnel also attend outside professional development in areas such as academic language, assessment and other needs that arise during the course of the year. Our general education teachers also teach ELLs and they receive professional development from our ELL personnel that has been turn keyed from both outside and in-house professional development sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We have conducted and continue to engage in professional development around the CCLS. Our ELL personnel receives professional development in analyzing student work to identify trends and patterns where it concerns students' ability to complete CCLS aligned performance task. They also receive professional development around the instructional shifts that are expected for CCLS aligned curricula and assessments. In addition , the ELL coordinator shares opportunities for professional development that are offered through the Department of ELLs and pertain to particular content areas with the appropriate teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Through Integrated ENL and consultation with content area teachers, 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. All 9th graders are enrolled in Freshman Academy, a class which helps students understand the requirements for high school graduation and helps develop the skills to make 9th graders transition smoothly to high school. In addition, the ESL teachers assist the guidance counselor in helping to find appropriate high college matches for ELLs as well assisting the programmer to schedule ELLs, so that their academic needs are met.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
This school year, we plan to ensure that all of our teachers receive extensive professional development around the areas of language acquisition for ELL students. 20% of our school population are ELLs and all of our staff work with these students throughout the school day. We plan to leverage the knowledge of our current ESL teachers to provide professional development for our staff. We also will be sending staff to more ELL oriented professional developments throughout the year. These professional developments are documented through meeting agendas, sign in sheets and professional development logs.

C. Parental Involvement

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

ASA provides annual individual meetings for parent of ELLs to discuss program goals, their child's language development progress, language proficiency assessment results, and language development needs in the content areas. The ELL Coordinator schedules the meeting with the parents, starting in October. The ELL Coordinator provides translations and interpretation in Spanish and French. For other languages, the Translation and Interpretation Unit services are utilized. The ELL Coordinator keeps a log of the meetings and conducts follow up to ELL parent concerns through phone calls, letters or emails and in person contact.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents play a vital role in the life of the school. ELL parents are active in the PTA – the PTA president is an ELL parent - and on the SLT. They have played an active role in selecting topics for the monthly Prinipal's Chat 'n' Chews whose topics have included the college application process, transcript and credit accumulation review as well as Title I programs. In addition, ESL classes are offered to parents through a partnership with Community Impact.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently beginning a partnership with Community Impact. They will be offering Adult Ed computer skills classes to the parents of our ELL students as well as some of our 12th grade ELL students themselves. They will also be conducting a Khan Academy math tutoring session for our college bound ELLS.
5. How do you evaluate the needs of the parents? We evaluate the needs and wants of our parents by surveying them during SLT and PTA meetings. We also review the NYCDOE surveys that are submitted by our parents to see if we are meeting their expressed needs.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities at ASA address the needs of the parents. Through the surveys given at PTA and Chat'n'Chews, parent needs are determined and workshops are scheduled based on the parent feedback.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

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

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

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

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

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

When a parent arrives at the school, preferred language is determined by interview or use of the language card provided in the language tool kit. In addition, a record of the preferred language is made based on the information the parent fills out on the HLIS Part III for new students or the information from the blue Emergency cards for returning students. The preferred language in ATS is checked for veracity against the sources of information ASA compiles and changed if necessary.

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

Preferred languages of parents in the school include Spanish, French, Arabic, Bengali, Soninke, Fulani, Hausa, Haitian Creole, Wolof and Maninke.

Part B: Creating a Communications Calendar

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

The documents the school disseminates that are provided in translation include curriculum maps, syllabi, vital parent communication documents (parent-teacher conference announcements, PTA, SLT, and parent workshop announcements), school calendar, student handbook, principal's newsletter, after school information and important testing and college application information.

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

ASA holds monthly PTA meetings and SLT meetings as well as a curriculum night in September and parent teacher conferences in November and March. The guidance counselor holds 2 meetings in the fall and one meeting in the spring to assist parents in the college application process. Also, the principal holds Chat 'n' Chew workshops for parents approximately once a month. Informal interactions with parents include weekly phone calls made by teachers to parents and as well as attendance team phone calls and home visits for students with poor attendance. In addition, parents also meet informally with teachers and school staff for disciplinary and academic performance issues.

Part C: Providing Language Assistance Services

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

ASA meets the translation needs identified in Part B through a couple of different ways. As soon as a communication is written, it is submitted to the ELL Coordinator for French and Spanish translation and is sent to the Translation Unit for other languages. When translations are received the communication is copied and is distributed immediately.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided in various ways depending on the nature of the parent interaction. If the parent is visiting the school to talk to staff members, Spanish and French translation are provided by staff proficient in those languages. For other languages, translation unit phone interpretation is

used. If the parent interaction is in a group meeting situation, Spanish and French interpretation is provided by staff and vendors are employed to translate for parents who require other languages.

Part D: Training Staff on Policies and Procedures

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

Staff members at the school are made aware of how to use translation services through emailing of translation and interpretation unit information to all staff. Also, the T&I Brochure, Language ID guide and Language Palm card are distributed to key personal including main office staff, social worker, safety liaison and guidance counselor.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parental notification requirements are fulfilled a number of ways. The Welcome Poster is displayed in the entrance to the school, and the language ID guide is displayed in the office, so staff may ascertain the correct language of communication. The Parents' Bill of Rights and the Parents' Guide to Language Access are given to parents when they register their child and distributed at parent meetings.

Part F: Monitoring and Quality Control

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

ASA uses a variety of methods to gather feedback about the quality and availability of services. The first way is by examining the results of the parent surveys. Another method is to conduct phone or written surveys for parents who do not attend parent meetings as to why they do not attend. In addition, informal assessment is gathered through conversations with parents when they visit the school.