



**ACCION ACADEMY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 12X341**  
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**BRONX, NY 10457**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 341 **SCHOOL NAME:** ACCION Academy

**DISTRICT:** 12 **SSO NAME/NETWORK #:** Empowerment/7

**SCHOOL ADDRESS:** 1825 Prospect Avenue, Bronx, NY, 10457

**SCHOOL TELEPHONE:** 718-294-0514 **FAX:** 718-294-3869

**SCHOOL CONTACT PERSON:** Adrian Manuel **EMAIL ADDRESS:** Amanuel@schools.nyc.gov

<b><u>POSITION/TITLE:</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON</b>	<u>Derek Case</u>
<b>PRINCIPAL</b>	<u>Adrian Manuel</u>
<b>UFT CHAPTER LEADER</b>	<u>Cedric Burks</u>
<b>PARENTS' ASSOCIATION PRESIDENT</b>	<u>Yvette Oliver</u>
<b>STUDENT REPRESENTATIVE</b> <i>(Required for high schools)</i>	<u></u>
<b>COMMUNITY SCHOOL DISTRICT SUPERINTENDENT</b>	<u>Myrna Rodriguez</u>

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Adrian Manuel	*Principal or Designee	
Cedric Burks	*UFT Chapter Chairperson or Designee/Treasurer	
Yvette Oliver	*PA/PTA President or Designated Co-President	
Derek Case	Chairperson	
Shana Baron	Secretary	
Melissa Leuthner	Teacher/UFT Representative	
James Knox	Teacher/UFT Representative	
Stephanie Brown	Assistant Principal	
Regina Little	Parent	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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*ACCION Academy is a small middle school in its 6<sup>th</sup> year serving students in grades 6-8. Our school was founded on a unique vision of promoting social action as a means of empowering students to become self-aware, pro-active leaders and learners in the 21<sup>st</sup> century. We believe that students will inherit a world of challenges and unprecedented global issues that will need to be addressed. Therefore, we strive to provide an environment that teaches students civics, leadership, activism, social engagement and goal oriented achievement in a way that aligns with NYS and NYC standards for learning and excellence.*

*Our goal setting agenda is ambitious and is also part of our core values. We believe that high achievement is attained through setting goals, developing a clear plan of action, and evaluating progress. We aim to build a culture of success through individual and cohort goal setting for all members of our community.*

*To enrich our learning environment, we provide our students with diverse opportunities to expand their artistic abilities. We believe that students develop talent through the exploration of the arts and it is our mission to provide numerous opportunities to engage with the arts.*

*The trademark program of our school is our integrated course program. Each student in our school selects two non-traditional courses to participate in during the week. These courses serve as a bridge between our curriculum and the real-world, and include subjects such as media literacy, law practice, and robotic engineering.*

*Although we are a small school, we have a great ambition and sense of determination to develop a school fit for the challenges of the 21<sup>st</sup> century. Our schedule is based on a 5-block day, with three additional 37.5-minute enrichment periods for struggling students. Our professional development structure is based on the belief that adults learn best through collaboration, inquiry, and problem based experiential learning.*

*Lastly, our school community does not end or begin at our doorstep. We believe in partnering with parents, organizations, and local leaders to provide rich learning opportunities and extensive support for our students.*

## **SECTION III – Cont'd**

### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Performance Trends**

#### **Strengths**

- Median Growth for School's Lowest Third in 85<sup>th</sup> and 67<sup>th</sup> percentile relative to Peer Horizon for ELA and Math, respectively.
- Median Growth in 69<sup>th</sup> and 70<sup>th</sup> percentile relative to Peer Horizon for ELA and Math, respectively.
- Engagement in 84<sup>th</sup> percentile relative to Peer Horizon
- Exemplary Efficiency Gains for English Language Learners in ELA and Math, Lowest Third Citywide in ELA, and Self-Contained/CTT/SETSS in ELA and Math

#### **Areas of Concern**

- Percentage of Students at Proficiency has decreased from 50.9% to 15.3% and 67.5% to 21.8% in ELA and Math, respectively.
- Median Student Proficiency has decreased from 3.0 to 2.48 and 3.2 to 2.59 in ELA and Math, respectively.
- Received ratings of "Proficient" in two of four areas for Quality Statement 5: monitoring and evaluating student progress on most recent Quality Review
- Received ratings of "Proficient" in three of four areas for Quality Statement 2: planning and setting goals using student data on most recent Quality Review

#### **Accomplishments**

- Stability and continuity in school leadership
- Proficient evaluation on most recent School Quality Review with areas of well developed
- Establishment of collaborative teams in all departments and creation of new school teams that empower staff to make decisions and reflect on professional practice
- Strategic planning on all levels aligned to goals and acceleration of student achievement
- Implementation of integrated courses focused on merging multiple subject areas with 21<sup>st</sup> century skills
- Received "Well-Developed" rating in 3 of 5 quality review areas including gathering data, developing coherent and relevant instructional strategies, and building goals, on most recent School Quality Review

### **Significant Barriers to Continuous Improvement**

- Lack of financial and instructional resources due to small size and shared space.
- Space is shared with an elementary school and facilities are not sufficient for middle school programs

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-2011 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### Goals

#### **1: To accelerate student performance in ELA that includes:**

- Increase in percentage of students proficient to 70% or above
- Increase in the median proficiency level to 3.5 or above
- Increase in the percentage of students in lowest 1/3 making at least a years progress to above 85%

#### **2: To accelerate student performance in Math that includes:**

- Increase in percentage of student scoring at proficiency above 75%
- Increase in the median proficiency level above 3.2
- Increase in the percentage of students in lowest 1/3 making at least a years progress to above 80%
- Increase in average change in proficiency for students scoring at levels 3 & 4 above .02

#### **3: To strengthen and develop systems for goal setting at the professional and student level**

#### **4: To design and implement a new model of middle school programming that includes:**

- Both traditional and non-traditional (1-2 days per week) courses of middle school instruction that develop the whole child (academic, social and emotional)
- A variety of integrated courses available to all students and differentiated to needs
- School-wide literature circle programs
- Increased opportunities for students to use technology to enrich and enhance learning
- Programs of instruction aligned to the 21<sup>st</sup> century skills learning skills

#### **5: To strengthen and design coherent school-wide systems of professional development that focus on: professional goal setting, distributed leadership, team development, core instructional practice and coaching**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Acceleration of performance in ELA student achievement that includes:</b></p> <ul style="list-style-type: none"> <li>• Increase in percentage of students proficient to 70% or above</li> <li>• Increase in the median proficiency level to 3.5 or above</li> <li>• Increase in the percentage of students in lowest 1/3 making at least a years progress to above 85%</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• The ELA department will identify yearly short and long term goals for student performance and develop a plan of action that can be implemented, monitored and evaluated consistently throughout the year</li> <li>• The ELA department will hold weekly 1 hour meetings in order to collaborate on inquiry work, data analysis, intervention planning, instructional practice and assessment of department progress towards yearly goals</li> <li>• ELA department chairs will align budgets with student performance goals, evaluate progress through mock Quality Reviews (dept. based) and participate in bi weekly meetings of the Curriculum Leadership Team.</li> <li>• 100 Book Challenge program will be implemented school wide for the second year in a row and be expanded to accommodate social studies, ESL and Special Education reading libraries.</li> <li>• Department goals will include comprehensive indicators of success and data points inclusive of interim assessments, diagnostics, simulations and performance based projects</li> <li>• Saturday Academies and specialized courses will be provided to students performing at the lowest third</li> <li>• Student goal setting and conferencing will be aligned to performance targets</li> <li>• ELA teachers will team teach in social studies and ELA classrooms in order to provide intervention and support for all students</li> <li>• Social studies teachers will team teach with ELA teachers to provide support for all</li> </ul>

	<p>students</p> <ul style="list-style-type: none"> <li>• Integrated courses such as media literacy, mock trial, Socratic seminars, creative writing and others will be provided to support critical thinking skills in reading and writing.</li> <li>• Renzulli Learning and other technology based learning programs will be implemented in ELA classrooms to support individualized learning and development</li> <li>• Student portfolios will be developed and monitored throughout the year as an indicator of progress towards performance goals</li> <li>• Students will produce a multi-genre/"anthology narrative" project as an end of year exit project assignment</li> <li>• ELA Department will utilize a "6 +1 Traits" writing rubric across the grades to develop a common language with regard to writing.</li> </ul> <p><b>Responsible Staff:</b> <i>all ELA teachers, 100 Book Challenge Consultants, Social Studies teachers, and professional development team</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Implications For Budget:</b></p> <ul style="list-style-type: none"> <li>• <b>Title I---</b>100 Book Challenge materials, Renzulli Learning, intervention materials and professional development</li> <li>• <b>TL Fair Student</b>—ELA dept. budget will include allocations for professional collaboration/development, curriculum materials and technology integration</li> <li>• <b>Scheduling</b> <ul style="list-style-type: none"> <li>• Weekly ELA meeting will be scheduled for all ELA teachers</li> <li>• Integrated courses and school wide literature circles will be scheduled on a bi weekly basis</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• ACUITY interim assessments will show average of 5-10% progress in average student performance during all 4 exams.</li> <li>• Simulation ELA exams will be conducted 2x per year by using past exams for skills analysis and measuring progress</li> <li>• Progress reports (every 4 weeks) and report cards (every 8 weeks) will be analyzed in order to track performance trends and identify intervention needs</li> <li>• Student conferencing will be conducted every 8 weeks to monitor and re visit student learning targets and create action plans for individual student achievement</li> <li>• The ELA department goals action plan will include measurements of success for short and long term student performance that are based on performance rubrics, summative tests and diagnostics</li> </ul>

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To accelerate student performance in Math that includes:</b></p> <ul style="list-style-type: none"> <li>• Increase in percentage of student scoring at proficiency above 75%</li> <li>• Increase in the median proficiency level above 3.2</li> <li>• Increase in the percentage of students in lowest 1/3 making at least a years progress to above 80%</li> <li>• Increase in average change in proficiency for students scoring at levels 3 &amp; 4 above .02</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Math department will identify yearly short and long term student goals and create an action plan for meeting student goals, monitoring progress and evaluating success consistently throughout the year</li> <li>• Math department will meet on a weekly basis for 1 hour in order to collaborate on data analysis, intervention planning, inquiry work, lesson study and progress towards department goals</li> <li>• A department chair will be identified on a rotating basis (every 3 months) who will be responsible for monitoring of progress towards department goals, budget planning and participation on the school wide curriculum leadership team</li> <li>• Mock Quality reviews will be conducted on a yearly basis to assess department wide practices, systems and data on student achievement.</li> <li>• ACUITY Interim assessments will be used to develop comprehensive skills analysis and performance indicator profiles of intervention students</li> <li>• After School and Saturday programs will be provided for intervention and support for targeted students</li> <li>• Science teachers will team teach with math teachers to provide support and intervention during math instruction for all learners</li> <li>• Renzulli Learning and other technology based learning programs will be implemented in ELA classrooms to support individualized learning and development</li> <li>• The Math department will work to design innovative intervention models for scheduling that include a block of time devoted to 7<sup>th</sup> grade intervention based on student needs</li> </ul> <p><b>Responsible Staff:</b> <i>all Math teachers and professional development team</i></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Implications For Budget:</b></p> <ul style="list-style-type: none"> <li>• <b>Title I</b> –Professional development for department in the form of consultant work, external workshops and curriculum aligned PD</li> <li>• <b>Fair Student Funding</b>-Math department budget consisting of monies for professional development, curriculum resources and technology integration</li> <li>• <b>Scheduling</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains1</i></p>	<ul style="list-style-type: none"> <li>• The department will conduct monthly assessments of progress towards student goals the interpretation of data , evaluation of instructional programs and data triangulation</li> <li>• The department will conduct interim self assessments through mock Quality Reviews</li> <li>• Target populations of students will show improvement in achievement on report cards, interim assessments and classroom based assessments that are aligned to interim student learning goals from conferencing</li> <li>• State Math exam will show improvement in median student proficiency and percentage of students at proficiency levels that are higher than previous year</li> <li>• Lowest third performing students will show targeted gains in skill mastery on interim assessments</li> </ul>

<p><b>Annual Goal 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To strengthen and develop systems for goal setting at the professional and student level</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Key Strategies</b>  <b>Teacher Level</b></p> <ul style="list-style-type: none"> <li>• Redesign teacher goal setting conferences to be software based. Contract AUSSIE Consultant for design support and creation of system.</li> <li>• Convene teacher goal setting conferences with the instructional cabinet 3x per year in order to set annual professional goals, create a collaborative plan of action, monitor progress and evaluate success</li> <li>• Design online professional portfolios using Google Groups, individualized observation templates and professional development plans to meet the learning and development needs of all teachers</li> <li>• Create a school curriculum leadership team consisting of chairpersons for each department, the instructional coach and administrators. The team will meet on a bi weekly basis to review budgetary planning, develop facilitation skills, develop</li> </ul>

instructional initiatives and monitor progress towards departmental goals for students..

- The Instructional Cabinet will develop and implement monthly calendars of PD opportunities aligned to the Santa Cruz Professional Teaching Standards and reflective of teacher needs.
- Department chairs will be trained in the Quality Review process and conduct yearly mock reviews of other departments and schools within our network
- Create an instructional coach position with the responsibilities of one to one support, team development, and school wide professional development initiatives to support teacher and student goals
- All teachers will receive weekly one to one coaching aligned to their professional goals
- All first and second year teachers will receive mentoring twice a week for an observation and debrief session aligned to professional goals
- All teachers will receive opportunities for individualized learning based on goals, action plans and monitoring of progress in collaboration with the Instructional Cabinet
- The Instructional Coach and Mentor will video tape instruction and share footage with teacher in order to reflect on practice and conduct evidence based discussions around professional goals
- The online teacher portfolios will consist of formal feedback and informal discussions groups focused on individual teacher goals
- All teachers will be given laptops to facilitate online learning, collaboration, inquiry work and instructional planning

#### **Student Level**

- A student conferencing process will take place at interim periods throughout the year for teachers to set short and long terms goals with students and develop a plan of action that includes students, parents and teachers
- All department teams will create comprehensive action plans consisting of SMART goals for all their students with systems for measuring, monitoring and evaluating student success.
- All department SMART goals will have systems for data driven planning and evidence based measurement
- All department level goals for students will be communicated to students and families throughout the school year
- Students will develop portfolios of their work towards goals in each subject area

**Responsible Staff:** Instructional Cabinet (Principal, Assistant Principal, Instructional Coach, Dean, and AUSSIE Consultant), all staff

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget Implications</b></p> <ul style="list-style-type: none"> <li>• <b>Title I</b>—monies will be allocated for 10-15 days of consultant work from AUSSIE, Instructional Coach, Mentor</li> <li>• <b>Fair Student Funding</b>- Teacher per session, technology based resources ( video cameras, laptops, data drives, etc.), Portfolio materials, department level budgets that include monies assigned for resources, planning/PD, and technology integration</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Quality Review indicators 3.1-3.4 will show improvement from prior years around data driven goals and systems</li> <li>• Teacher formal/informal observations for administrators and logs from coaching/mentoring will show teachers successfully progressing towards their professional goals</li> <li>• Coaching reports and mentor logs will show deep discussion and work around professional goals</li> <li>• Departments will begin to converge best practices on lesson planning and unit planning in ways that support department level goals</li> <li>• Online professional portfolios will be reviewed by the instructional cabinet on a monthly basis to evaluate individual teacher progress towards goals</li> <li>• Teacher turnover rates will decrease</li> <li>• Teacher surveys will be conducted two times per year to monitor satisfaction with PD</li> <li>• Workshops will be followed with feedback surveys</li> <li>• Student progress towards goals will be tracked by departments and reports will be generated for the school community, students and families</li> <li>• Student conference forms will be aligned to portfolio work and show growth over time</li> </ul>

<p><b>Annual Goal 4</b>  <i>Goals should be SMART – Specific,</i></p>	<p><b>To design and implement a new model of middle school programming and curriculum that includes:</b></p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• Both traditional and non-traditional (1-2 days per week) courses of middle school instruction that develop the whole child (academic, social and emotional)</li> <li>• A variety of integrated courses available to all students and differentiated to needs</li> <li>• School-wide literature circle programs</li> <li>• Increased opportunities for students to use technology to enrich and enhance learning</li> <li>• Programs of instruction aligned to the 21<sup>st</sup> century skills learning skills</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• The schedule will be created by a team of teachers working collaboratively with administrators during the Spring and Summer prior to each school year. The process will be transparent and teachers will rotate membership so that all staff has an opportunity to partake in the process.</li> <li>• The integrated courses will be identified by both administrators and teachers and assigned based on teacher preferences prior to the start of a semester</li> <li>• The school year will be broken into two semesters that each consist of two marking periods. Each semester shall consist of 1-2 days a week on the integrated course schedule (non-traditional).</li> <li>• Students will be given an overview of all integrated courses and given the opportunity to list their preferences</li> <li>• The student schedule will be created by the scheduling team and based on both student preferences and academic needs</li> <li>• Young Men's and Women's Leadership Seminars will be the first hour of the school day and consist of the entire male and female student body in two large groups</li> <li>• Literature Circles will be created based on both grade level and reading levels for all students and kept to 15-18 students per group</li> <li>• All students will participate in a one-to-one net book program and receive instruction around computer-based learning.</li> <li>• Additional training and hardware to support SMART Technologies in school such as SMART Boards.</li> <li>• Teachers will design unit plans that integrate 21<sup>st</sup> century skill for learning</li> <li>• An innovation and exploration team will be created to further research curricula, technologies, and other innovations in education that could be piloted in the school</li> <li>• The 8<sup>th</sup> grade will be scheduled for all boys and girls physical education and art classes</li> <li>• Scheduling will be a process that involves the entire professional community</li> <li>• Integrated courses will be provided to offer students new was of learning concepts that are based on interdisciplinary and real world connections</li> <li>• The integrated course schedule will provide a holistic approach by offering a balance</li> </ul>

	<p>between academic, emotional and social growth</p> <ul style="list-style-type: none"> <li>Classes will be based on student and teacher interests, student academic needs rather than by grade level or class.</li> </ul> <p><b>Responsible Staff:</b> Scheduling team (3-5 teachers, Assistant Principal and Principal), all teachers will be assigned integrated courses to teach</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget Implications</b></p> <ul style="list-style-type: none"> <li><b>Title I-</b> Books, resources, trips and speakers for the Young Men’s and Women’s Leadership, Literature Circle books and resources, intervention based integrated courses, SMART Board Trainings</li> <li><b>Fair Student Funding-</b>Materials and resources for integrated courses, per session for teacher planning and enrichment programs (after school) related to integrated courses, net books for approximately 80 6<sup>th</sup> graders, SMART software and hardware</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Each semester shall consist of teacher and student surveys linked to satisfaction of integrated course days that will be used to evaluate engagement and make decisions regarding the next schedule cycle</li> <li>Student portfolios will include products from integrated courses that align to particular content areas and serve as indicators of student progress towards standards</li> <li>Increased student engagement on annual school environment surveys</li> <li>Increased teacher satisfaction on annual school environment surveys</li> <li>Higher attendance rates on integrated course days</li> <li>Lower incident reports</li> </ul>
<p><b>Annual Goal 5</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To strengthen and design coherent school-wide systems of professional development that focus on: professional goal setting, distributed leadership, team development, core instructional practice and coaching</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>Convene teacher goal setting conferences with the instructional cabinet 3x per year in order to set annual professional goals, create a collaborative plan of action, monitor progress and evaluate success</li> <li>Design online professional portfolios using school website, individualized observation templates and professional development plans to meet the learning and development</li> </ul>

needs of all teachers

- Create a school curriculum leadership team consisting of chairpersons for each department, the instructional coach and administrators. The team will meet on a weekly basis to review budgetary planning, develop facilitation skills, develop instructional initiatives and monitor progress towards departmental goals for students.
- Design schedule to accommodate weekly department meetings for all teachers, student intervention team meeting, mentoring for first and second year teachers, team teaching across subjects and common planning time for teachers.
- All department meetings will follow a monthly structure of lesson study and inquiry work/data study protocols throughout the year.
- The Instructional Cabinet will develop and implement monthly calendars of PD opportunities aligned to the Santa Cruz Professional Teaching Standards and reflective of teacher needs
- The Principal will develop a school innovation and exploration team consisting of teachers to research new practices, technologies and instructional resources in education and develop plans for integration of new ideas into school systems.
- Department chairs will be trained in the Quality Review process and conduct yearly mock reviews of other departments and schools within our network
- Teachers will be chosen to participate in the network VAL Leadership yearly cohort group for teacher leadership development
- All teachers will receive bi-weekly, one-to-one coaching aligned to their professional goals
- All first and second year teachers will receive mentoring twice a week for an observation and debrief session.
- A unit plan template based on Backward's Design will be implemented school wide with ongoing support through department meetings, coaching and professional development workshops throughout the year
- Continuation of teacher development through scheduling team, service learning team, inquiry team, Student Intervention Team, Grade Level Teams and focus groups
- Develop all staff through comprehensive approaches to reflective practice, transparency, accountability and leadership development on both individualized and group levels
- All teachers will participate in 2-3 school based teams that will provide opportunities to learn and develop practice through collaboration and leadership
- All teachers will receive opportunities for individualized learning based on goals, action plans and monitoring of progress in collaboration with the Instructional Cabinet
- The Instructional Coach and Mentor will video tape instruction and share footage with

	<p>teacher in order to reflect on practice and conduct evidence based discussions</p> <ul style="list-style-type: none"> <li>• The online teacher portfolios will consist of formal feedback and informal discussions groups focused on individual teacher goals</li> <li>• All teachers will be given laptops to facilitate online learning, collaboration, inquiry work and instructional planning</li> <li>• Transparency and accountability will be built into all systems for professional development to ensure validity and staff buy in</li> <li>• Teachers will be encouraged to provide monthly workshops on topics of interest/expertise for targeted staff members</li> <li>• AUSSIE Consultant will develop software based systems for goal setting on professional and student level</li> </ul> <p><b>Responsible Staff:</b> Instructional Cabinet (Principal, Assistant Principal, Instructional Coach, Dean, Mentor) all staff will rotate department chair positions every three months</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget Implications</b></p> <ul style="list-style-type: none"> <li>• <b>Title I</b>—monies will be allocated for 10-15 days of consultant work from AUSSIE, Instructional Coach, Mentor</li> <li>• <b>TL Fair student Funding</b>- Dean, per session for after school workshops and team meetings, materials for workshops (books, etc.), local and national conferences, technology resources (video cameras, software, laptops, jump drives etc.)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher formal/informal observations for administrators and logs from coaching/mentoring will show teachers successfully progressing towards their professional goals</li> <li>• Coaching reports and mentor logs will show deep discussion and work around professional goals,</li> <li>• Departments will begin to converge best practices on lesson planning and unit planning</li> <li>• Online professional portfolios will show deep discussion around practice, continuous feedback aligned to goals and a variety of observations and supporting documents to measure teacher growth towards goals</li> <li>• Teacher turnover rates will decrease</li> <li>• Teacher surveys will be conducted two times per year to monitor satisfaction with PD</li> <li>• Workshops will be followed with feedback surveys</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	35	40	28	20	5	5	5	
7	30	35	22	25	8	2	2	
8	35	40	25	25	5	2	2	1
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	ACCION Academy students who received AIS were formally assessed using the ELAP and NYS ELA exam. After a student has been indicated as needing the services, the teachers implement small group instruction during class and/or lunch to assist the students. This will help with the reinforcement of skills taught in class during the day and allow for more direct instruction. Saturday Academy is also used to accommodate struggling learners to help them meet performance indicators. Daily one-on-one, small groups, and peer tutoring are utilized to help strengthen ELA skills. The 100 Book Challenge is used to encourage students to become avid readers and choose appropriate books according to their levels.
<b>Mathematics:</b>	Students and teachers will individually conference on a monthly basis to set long term and short term goals. These goals are a way to communicate with students on their own academic performance. Students are pre-assessed at the beginning of each unit to assess prior knowledge. Teachers use this information to set extra tutoring sessions and create differentiated lessons and groups. Saturday Academy will be implemented prior to the state test to accommodate struggling learners. Student portfolios will contain data on student progress in basic skills, vocabulary, and content skills. One-on-one tutoring during lunchtime and teacher’s preparatory periods are used as a method for providing more direct instruction.
<b>Science:</b>	Teachers will prepare standard based unit plans including the use of higher order levels of questioning from Bloom’s Taxonomy at all times such as written responses that require critical thinking, evaluations and analysis of data. Connections will be made to the real world, making information more applicable to our students. Rubric based projects assignments, and unit exams will be assessed. We will use differentiation strategies such as group assignments, individual assignments, and the use of visual aids and graphic organizers. Depending on the assignment, students may be seated according to ability, and/or behavior, and/or academic management needs when applicable.
<b>Social Studies:</b>	Teachers pre-assess each unit in order to modify lesson and unit plans to target NYS Social Studies standards and performance indicators. Teachers create a skills analysis of student performance based on NYS Social Studies practice test, pre-unit assessments, summative assessments, and

	classroom formative assessments. Daily lessons and unit plans are then differentiated to meet the needs of the students based on the skills analysis. A social studies “Skill of the Week” is integrated with an ELA skill to reinforce basic skills across the curriculum. Service is provided through small group, one-to-one, and peer tutoring. We address these needs during class, lunch time tutoring, and during team teaching periods.
<b>At-risk Services Provided by the Guidance Counselor:</b>	One-to-one and group counseling services are provided to mandated and at-risk students. The students are assisted with referrals to family counseling services and other programs to help promote social and emotional growth. Counseling services during lunch and day school hours are rendered.
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	One-to-one paraprofessional is provided during the school day in each class that the student attends. When student needs help with an assignment the paraprofessional assists her with writing the work in the notebook and keeping student on task. This persona is also trained in Adult/Child CPR.

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

*NCLB/SED requirement for all schools*

### Part A: Language Allocation Policy (LAP) –

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## **ACCION Academy's LANGUAGE ALLOCATION POLICY 2010-2011**

Language Allocation Policy Team

*Adrian Manuel*  
Principal

*Stephanie Brown*  
Assistant Principal

*Rafaelina Aponte*  
Parent Coordinator

*James Knox*  
ESL Teacher/Coordinator

ACCION Academy is located in the South Bronx. Our student population is comprised of 61% African-American, 65% Hispanic, less than 1% African and Other. There are approximately 190 students in grades six through eight.

42 or approximately 20% of the total student population are English Language Learners (ELLs). ELL students are heterogeneously placed in classes with monolingual students according to grade level. A student who's Individualized Education Plans (IEPs) specifies CTT placement is in appointed CTT classes within grade. There are currently 6 newcomer students (1-3yrs), 26 students with 4-6yrs of service, and 10 long term ELLs (7+ yrs). There are 3 SIFE students in the school; one student in the seventh grade and two in the eighth grade. Twelve out of the 42 ELLs have IEPs; 7 students are CTT and 5 are SETTS. Forty of the students are Spanish speakers; one speaks Fulani, an indigenous West African language and 1 speaks Bengali. There is one certified ESL teacher, James Knox, who has his MS. Ed. and full Professional Licensure in TESOL.

Newly registering students' guardians must complete a Home Language Identification Survey (HLIS) to determine if the student is eligible for LAB-R testing. After testing is completed, the guardian is shown the ELL Orientation Video and given the Parent Guide as well. There is then a question/answer/discussion time between the guardian and the ESL Coordinator regarding the different programs and their options. The Coordinator then administers the Parent Choice Survey for completion at that time; if we are unable to have the survey completed in person it is sent home with the child in a sealed envelope with return date clearly indicated. Follow-up phone calls are made to insure the proper and timely completion of the form. Parents who choose a program that is not available at the school are given a list of other schools with the preferred programs in the city. If a parent opts-out of transferring their child, the parent must sign-off on this decision with the understanding that ACCION Academy only offers Freestanding ESL for the 2010-2011 school year. All continuing ELLs are given a Continuation of Services letter in the fall. All paperwork is generated, organized and completed by the ESL Coordinator who also ensures that signed hard copies are placed in the appropriate students'

cumulative file. Parent meetings are managed through cooperation between the ESL teacher and Parent Coordinator in order to best accommodate parents' schedules. Currently, Freestanding ESL is the only program offered at ACCION Academy.

The following is an analysis of NYSESLAT data for the 2010-2011 school year:

Test	Number	Proficiency		
		<i>Advanced</i>	<i>Intermediate</i>	<i>Beginner</i>
NYSESLAT/LABR	42	14	22	7

The following are the same results by grade and level:

NYSESLAT Proficiency	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
Beginner	3	3	1	7
Intermediate	6	10	6	22
Advanced	5	7	2	14
Total	14	20	9	43

Beginners at ACCION Academy are spread across the 6<sup>th</sup>-8<sup>th</sup> grade, most of them falling in the 6<sup>th</sup> & 7<sup>th</sup> grades. Intermediate students are concentrated in the 7<sup>th</sup> grade; the 6<sup>th</sup> and the 7<sup>th</sup> grade have an almost equal amount of Advanced students. More than half of the total number of ELLs are in the 7<sup>th</sup> grade and are almost 85% at intermediate or advanced levels.

All ELLs are part of our Freestanding English as a Second Language Program. ACCION Academy's scheduling is broken into five- 60 minute blocks. All ELLs are serviced through a push-in and pull-out model throughout the week. Pull-out is done through and within the ELA class structure. The ELA Curriculum includes 3 blocks of Literature Circle, 3 blocks of Writing Workshop and 1 block of Writing Seminar. The ELLs are then seen in grade level groups either in the 3-block Lit Circle (7<sup>th</sup> Grade) or in the 3-block Writing Workshop (6<sup>th</sup> & 8<sup>th</sup> grades). The Writing Seminars are then used as focused supplemental instruction for the ELL population. A Push-in model is used with the CTT classes-6<sup>th</sup> and 7<sup>th</sup> grades.

Thus, Beginner and Intermediate students receive 360 minutes of instruction per week in ESL through their ELA curriculum using ESL methods and 180 minutes per week for Advanced students. Team teaching across all content areas and grades is used at ACCION to enhance language development. Content is made comprehensible through various scaffolding methods and considerations within the classrooms whether it be on assignments or exams; modifications are made to suit each students' language development, but still allowing for a demonstration of knowledge and effort. Some ELLs can have their word problems read aloud to them in classes such as Math; in Social Studies the students' projects may be modified to have a lower word count than the standard to help the students hone in on main ideas and specific details. Content area teachers receive

updated ELL information from the ESL Teacher as well as ideas for how to make content more comprehensible: explicit instructions, utilizing all modalities when giving information as well as modeling for students.

Explicit ESL instruction is given by the ESL teacher throughout their ELA/ESL class time, allowing for the focus to be on language development skills and practice. Explicit ELA instruction is given in the classroom to integrate language development skills with content. Also, ELA and ESL lessons take into consideration both the NY State Standards and Common Core Standards for both areas. Bilingual students are encouraged to read both the Spanish and English version of a book to continue practicing in their Native Language, but still learn new vocabulary and practice reading in English. Content area teachers deliver Content area instruction, with supplemental Math, Art and Social Studies provided on Fridays to certain students.

SIFE students are instructed within the ESL Program and also receive one-on-one tutoring; they are also participants in the 100 Book Challenge where the beginning stages focus on low literacy skills such as word recognition and phonics. With Title III funds ACCION Academy will utilize the Longman *Keys to Learning* textbooks, which focus particularly on low level literacy skills with grade and age appropriate material; the information aligns with content areas and NY State Standards. SIFE students are included in after-school homework help as well as lunch time tutoring.

Our Newcomer ELLs (less than three years) are being targeted for additional skills development. ELA teachers target specific skill areas for Newcomers to work on using data from the ELA Interim Assessment. Skill set packets are distributed to Newcomers, and the ELA teachers work in conjunction with the ESL teacher to plan what skills need to be further practiced and developed. The skills are then reinforced, practiced and measured in their ELA classes. Newcomer ELLs also have after-school homework help and lunch time tutoring.

Long-term ELLs who are at the higher end of fluency levels are challenged through project-based instruction to push their skill set. Long-term ELLs who are at the lower end of fluency are being targeted for their weaker modalities and skills sets (as judged by the ELA ITA), in order to strengthen their knowledge and skills base. Any Long-term ELLs who are in danger of not being promoted or having other difficulties (behavior), are recommended to the Student Intervention Team where case studies are done on each student through a 360 degree view of the student's school and home life.

ELLs with special needs' IEP mandates are placed and serviced per their IEP. ELLs with special needs are placed in the classroom setting mandated for them but are still serviced for language development needs through both push-in and pull-out.

Intervention for ELLs can come in the form of individualized tutoring at lunch time, recommendation to attend Saturday Academy, counseling, speech or a referral to the Student Intervention Team, to be a case study on a team made up of teachers and administrators.

Any ELLs in their transitional support years, receive the testing accommodations made for regular ELLs. Also, transitioning ELLs will be given service through push-in model and are welcome to all other services of ELLs as needed (after-school/lunch tutoring or Saturday Academies), or as recommended by teachers.

Instructional materials include individual notebooks for all students, Smart Boards in all classrooms; Renzulli differentiated instruction online program for each student and teacher; 100 Book Challenge libraries; classroom libraries in all grades; Spanish and English books of various levels; ELL dictionaries as well as thesaurus; Spanish/English or French/English dictionaries; "Getting Ready for NYSESLAT" workbooks. SIFE students will also be using the Longman *Keys to Learning* textbooks specifically. Rosetta Stone interactive computer program is also available for instructional use.

Professional development for the ESL Teacher/Coordinator includes various workshops that correspond not only with the Data Inquiry work on Academic Language but also regarding specific needs of our ELLs such as subject area (e.g. Math) teaching for ELLs, and Culturally Competent

Teaching. A unique and State of the Art, 2 year course on Teaching and Technology in the Digital Age at the Jacob Burns Film Center and Media Arts Lab in Pleasantville, NY. Professional development for non-ELL teachers include in-house as well as outside professional development.

Acción Academy's LAP reflects the staff's commitment to providing equal opportunity for learning to all of our students. It implies well-coordinated Team Teaching and communication amongst staff to meet the needs of our ELLs through thoughtful planning and differentiated instruction. Instruction is made meaningful and relevant for students through the use of different resources and tools (i.e. Technology); we build on students' prior knowledge and interests. Students' literacy in their native language is taken into consideration and used to better understand where they are in their language development and ability to transfer knowledge. Students with high literacy are given alternate texts in their native language, as well as independent reading books in both English and their native language. Students with lower native language, or a native language that is not written, are supported through low level texts in English and a high focus on literacy development fundamentals: phonics, letter recognition and word/sentence building.

Academic Language is the focus for the school's Data Inquiry team, who are also targeting the largest population of ELLs in the 7<sup>th</sup> grade. The Data Team is working with small groups of 7<sup>th</sup> grade ELLs to enhance their Academic Language vocabulary as well as developing techniques which can be used throughout all classrooms in the school to teach vocabulary. Teachers are given information on how to make content more comprehensible in the classroom while using academic language.

Alternative placement in special education classes is considered depending on the students' IEP as well as anecdotes from teachers for whom there is concern. We have 2 CTT classes in each grade. The students are serviced per their IEP by a CTT teacher who travels with the students through their content area classes and at times teaches specific subject areas using special education strategies.

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2010-11: 43  
(No more than 2 pages)

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

**Instructional program for ELLs is Freestanding ESL with students seen at their grade levels heterogeneously with dominant ELL students. Beginner students receive 6+ classes with the ESL teacher, no less than 360 minutes a week; Intermediate students receive 6+ classes, no less than 360 minutes a week as well and Advanced students receive 3+ classes a week, no less than 180 minutes a week all levels per CR Part 154. Instructional strategies are centered on content area information as a conduit for English language development, focusing on skills such as phonics, comprehension, test taking skills as well as academic vocabulary building. The ESL teacher is the sole service provider in English with Native Language support through texts and independent reading. Technology is utilized in the form of smart boards, laptops and the internet. External organizations may also be utilized if necessary for parent interpretation through the Unit of Translation and Interpretation. ELL mandates are followed in regards to time, service provider, parent notification/selection as well as in**

**testing as communicated between the ESL Coordinator and necessary personnel. Data is used throughout the school to drive instruction by the use of all exam results and the compilation of information from teachers on classroom data.**

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

**Acción Academy's content areas follow all state standards and are aligned with data from the previous as well as current year. Teachers work in departments to not only assess lesson plans and unit plan, but also focus and use data to drive instruction in the classrooms. ELL students participate fully in these curricular programs as they are mixed in with English-dominant students. The teachers all work towards modification of the assignments to be comprehensible based on the different students' English proficiency levels. Supplemental programs for ELLs are available in the form of AIS, after-school tutoring and Saturday Academy, which not only addresses academic and testing prep needs but also cultural needs through a bi-monthly cultural excursion.**

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

**Extracurricular activities available in the school are mock trial, as well as the after-school program. Both programs are offered free of charge, the first program is made available based on merit and the second program is open and free to all students. The after-school program includes homework help, the arts, sports and community service as well as providing a meal.**

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

**Parent involvement is facilitated by the ESL Coordinator and the Parent Coordinator. This comes in the form of a Parent-Child reading group as well as orientations and meetings regarding what parents can do to help their students achieve, and to update parents on their child's progress.**

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

**Newly enrolled ELL/LEP students are given a walk-through of the day by the Parent Coordinator regarding the uniform, schedule and expectations of the school. The student is then walked to their first class. The ESL Coordinator is notified and meets with the student to introduce themselves and explain their role in terms of assistance and support for that student in their language development. All content teachers in the grade are made aware of the new ELL/LEP student, and the ESL Teacher checks in with these teachers throughout the week to get informal observations of how they are doing in the classes: academically and socially.**

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

**These will be facilitated by the ESL Coordinator. The staff development will focus on teaching vocabulary and ESL methodology to scaffold content. The ESL Coordinator attends professional developments put on by BETAC as well as the Office of ELLs on average, once a month to stay informed as well as updated on new strategies to take back to our school.**

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

**Support services that are provided to LEP students include Counseling, Speech Therapy as well as CTT/SETTS per IEP. There is also a Dean of Discipline available to work towards resolutions with all students, including ELLs. The Data Inquiry Team is focusing on ELLs and academic language through working with very small groups and individual assessments and support.**

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

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011**

**School Building: 341 District: 12**

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

Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
N/A	1	N/A	0	N/A	0	1

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

# BEGINNERS

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in    \_x\_ Pull-out  
 Indicate Proficiency Level:   \_x\_ Beginning   \_\_\_ Intermediate   \_\_\_ Advanced

School District: \_\_\_ 12 \_\_\_                      School Building: \_\_\_ 341 \_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>From: 8:17AM</b> <b>To: 9:17AM</b>	<i>ELA Planning</i>	<b>B/I</b> 801, 802 Writing Seminar 410	P	<b>B/I</b> Writing Workshop 410 601 - WW 602 - math	<i>Leadership</i>
<b>2</b>	<b>From: 9:19AM</b> <b>To: 10:19AM</b>	B/I/A Writing Workshop 410 801 - WW 802 - math	P	<b>B/I</b> Writing Workshop 410 601 - WW 602 - SS	<b>B/I/A</b> 801—ELA 411 802—PE 409	<i>Lit Circle (410)</i>
<b>3</b>	<b>From: 10:21AM</b> <b>To: 11:21AM</b>	<b>I&amp;A</b>  Lit Circle 7 <sup>th</sup> Grade	<b>Leadership</b>	<b>I&amp;A</b>  <b>Lit Circle 7<sup>th</sup> Grade</b>	B/I/A  Writing Workshop 410 602 - WW 702 - WW	<b>P</b>
<b>4</b>	<b>From: 11:23AM</b> <b>To: 12:23PM</b>	B/I/A Writing Workshop 410 601 - WW 602 - math	B/I/A <i>WRITING SEM</i> 701, 702	<b>B/I</b> 801—ELA 411 802—Sci 409	<b>P</b>	<i>ELECTIVE I</i>
<b>LUNCH</b>						
<b>5</b>	<b>From: 1:17PM</b> <b>To: 2:17PM</b>	<b>P</b>	<b>B/I</b> <i>WRITING SEM</i> 601, 602	B/I <i>WRITING WORKSHOP</i> 603	<b>B/I</b> <i>WRITING SEM</i> 703	<i>Elective</i>

# SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

# INTERMEDIATE

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning     \_\_\_X\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_ 12 \_\_\_                      School Building: \_\_\_ 341 \_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>From: 8:17AM</b> <b>To: 9:17AM</b>	<i>ELA Planning</i>	<b>B</b> 801, 802 Writing Seminar 410	P	<b>B</b> Writing Workshop 410 601 - WW 602 - math	<i>Leadership</i>
<b>2</b>	<b>From: 9:19AM</b> <b>To: 10:19AM</b>	B/I/A Writing Workshop 410 801 - WW 802 - math	P	<b>B/I</b> Writing Workshop 410 601 - WW 602 - SS	<b>B/I/A</b> 801—ELA 411 802—PE 409	<i>Lit Circle</i> <i>(410)</i>
<b>3</b>	<b>From: 10:21AM</b> <b>To: 11:21AM</b>	<b>I&amp;A</b>  Lit Circle 7 <sup>th</sup> Grade	<i>Leadership</i>	<b>I&amp;A</b>  <b>Lit Circle</b> 7 <sup>th</sup> Grade	B/I/A  Writing Workshop 410 602 - WW 702 - WW	<b>P</b>
<b>4</b>	<b>From: 11:23AM</b> <b>To: 12:23PM</b>	B/I/A Writing Workshop 410 601 - WW 602 - math	B/I/A <i>WRITING SEM</i> 701, 702	<b>B/I</b> 801—ELA 411 802—Sci 409	<b>P</b>	<i>ELECTIVE I</i>
<b>LUNCH</b>						

<b>5</b>	<b>From: 1:17PM</b> <b>To: 2:17PM</b>	P	<i>W. Sem</i> 601, 602  410	<i>Writing Sem</i>  703	<i>WRITING SEM</i> 703	<i>Elective</i>
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## SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

## ADVANCED

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:   \_\_\_ Beginning     \_\_\_ Intermediate   \_\_\_X\_\_\_ Advanced

School District: \_\_\_ 12 \_\_\_

School Building: \_\_\_ 341 \_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>From: 8:17AM</b> <b>To: 9:17AM</b>	<i>ELA Planning</i>	<b>B</b> 801, 802 <i>Writing Seminar</i> 410	P	<b>B</b> <i>Writing Workshop</i> 410 601 - WW 602 - math	<i>Leadership</i>
<b>2</b>	<b>From: 9:19AM</b> <b>To: 10:19AM</b>	B/I/A <i>Writing Workshop</i> 410 801 - WW 802 - math	P	<b>B</b> <i>Writing Workshop</i> 410 601 - WW 602 - SS	<b>B/I/A</b> 801—ELA 411 802—PE 409	<i>Lit Circle (410)</i>
<b>3</b>	<b>From: 10:21AM</b> <b>To: 11:21AM</b>	<b>I&amp;A</b>  <i>Lit Circle</i> 7 <sup>th</sup> Grade	<i>Leadership</i>	<b>I&amp;A</b>  <b>Lit Circle</b> 7 <sup>th</sup> Grade	B/I/A  <i>Writing Workshop</i> 410 602 - WW 702 - WW	P
<b>4</b>	<b>From: 11:23AM</b> <b>To: 12:23PM</b>	B/I/A <i>Writing Workshop</i> 410 601 - WW 602 - math	B/I/A <i>WRITING SEM</i> 701, 702	<b>B/I</b> 801—ELA 411 802—Sci 409	P	<i>ELECTIVE I</i>

LUNCH

LUNCH						
<b>5</b>	<b>From: 1:17PM</b> <b>To: 2:17PM</b>	<b>P</b>	<b>B/I</b> <i>WRITING SEM</i> <i>601, 602</i>	<b>B/I</b> <i>WRITING</i> <i>WORKSHOP</i> <i>603</i>	<b>B/I</b> <i>WRITING SEM</i> <i>703</i>	<i>Elective</i>

# SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual) – NOT APPLICABLE

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate       \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)				
	To:					
<b>2</b>	From:	Subject (Specify)				
	To:					
<b>3</b>	From:	Subject (Specify)				
	To:					
<b>4</b>	From:	Subject (Specify)				
	To:					
<b>5</b>	From:	Subject (Specify)				
	To:					
<b>6</b>	From:	Subject (Specify)				
	To:					
<b>7</b>	From:	Subject (Specify)				
	To:					
<b>8</b>	From:	Subject (Specify)				
	To:					
<b>9</b>	From:	Subject (Specify)				
	To:					
<b>10</b>	From:	Subject (Specify)				
	To:					

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

Form TIII – A (1)(a)

Grade Level(s): 6-8      Number of Students to be Served: 43 LEP 139 Non-LEP

Number of Teachers 1      Other Staff (Specify) 12- Content area, 2-CTT, 1-SETTS, 1-PRINCIPAL, 1-ASSISTANT PRINCIPAL, 1-LEAD TEACHER, 1-DEAN OF DISCIPLINE, 1- NEW TEACHER MENTOR, 1-PARENT COORDINATOR

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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***ACCION Academy has a Freestanding ESL program in which students are grouped heterogeneously with English-dominant students by grade. The ELLs are pulled-out by level for appropriate amounts of time per CR Part 154. Activities for ELLs cover the four modalities: listening, speaking, reading and writing, ranging in levels from phonics and word recognition to extended reading and writing practice. ESL activities also incorporate NYSESLAT practice/test taking skills, technology and art. The school also has the 100 Book Challenge which helps to develop stronger and more engaged readers through leveled readings of high interest topics. We also have the Rosetta Stone program installed on computers in order to use with brand-new incoming students to help boost their initial language input. Content areas are used as a conduit to teach language development skills. There are 31 students total, approximately 18% of the school's population are ELLs. Language of instruction is in English. All students are serviced per CR Part 154; 6 of the students are "x-coded" and served per IEP. Our schedule consists of 5-61minute blocks during the day. The provider for service is James Knox, ESL teacher/coordinator. This is his seventh year teaching Middle School ESL and 1<sup>st</sup> with ACCION Academy and he currently has his Full Professional Certification and TESOL Licensure.***

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

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**Professional Development is provided in and out of house. The ESL teacher attends professional developments through BETAC and the Office of ELLs, DOE. In-house trainings for non-ESL certified teachers are given by the ESL teacher as well as by Teaching Matters resource**

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation: \$15,000</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,750	-Per session for Saturday Academy and after-school tutoring -Per diem for bi-monthly Saturday culture trips -Interpretation services for parents -After School workshops for parents and teachers
Purchased services such as curriculum and staff development contracts	\$1,500	-Staff development for content area teachers (internal DOE services) -Staff development for ESL teacher re: assessments -Staff development for ESL coordinator
Parent Involvement	\$1,500	-Parent workshops and cultural activities with students
Supplies and materials	\$3,250	-Longman Keys to Learning text books/teacher book -Texts and class sets of books for ESL classroom -Parent Orientation meeting supplies -Instructional Software for Vocabulary development and language acquisition
Travel	open	-Per diem for college weekend trips with 8 <sup>th</sup> grade ELLs
Other		
<b>TOTAL</b>	<b>\$15,000</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**Translation and oral interpretation for students in Spanish is provided by the Parent Coordinator for all flyers or notices that go to students. Translation and oral interpretation for the 1 student whose home language is Fulani, secondary language: French, is done by the ESL Teacher.**

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

**All the forms are sent out multilingual with at least a weeks notice before the event.**

#### **Part B: Strategies and Activities**

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

**Written translation of information will be completed in a timely manner through in-house staff.**

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

**Oral interpretation in Spanish is available through all main office staff as well as the Parent Coordinator, IEP Coordinator, Counselor, and 2 content area teachers. French oral interpretation is available through the ESL Teacher and will also be provided through the NYC DOE Oral Interpretation services.**

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

**Parents shall be notified through a school-wide flyer home that translation and oral interpretation is available and will be provided in all informational exchanges between the school and home.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$210,034.00	\$47,097.00	\$223,753.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2103.00	\$476.00	\$2579.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,515.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,030.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant

and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - **\*\*\*Refer to needs assessment in Section IV**
2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - **Standards- based curriculum in all content areas and amongst all grade levels**
    - **Standards-based approach to creating classroom assessments by use of rubrics**

- **Additional hours of literacy instruction through enrichment classes and school wide infusion of literacy instruction in all content area**
- **After school and weekend academies for struggling students to receive small group support in core academic areas**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Individual teacher-student conferencing for goal setting and planning for support to meet learning targets in all academic subjects**
- **School-wide instructional approach to Backwards Design Planning as most effective means of pedagogy for meeting learning targets and developing highly effective assessments**
- **School-wide inquiry projects (based on action research models) and department inquiry projects to investigate and plan support for lowest third populations in achievement**
- **Collaborative work in all departments that includes use of Backwards Design Lesson Study and Looking at Student Work protocols**

3. Instruction by highly qualified staff.

- **All staff members are highly qualified and teach within their licensed areas**

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

- **Mentoring for all new and second year teachers**
- **Lead teacher support for math and science teachers**
- **Participation in Empowerment Network initiatives such as: value added leadership program, A.P., guidance and Parent Coordinator trainings.**
- **System of professional goal setting aligned to Santa Cruz Professional Teaching Standards**
- **Professional development team to plan and support school wide trainings and support**
- **Learning Leaders training program for parent volunteers**
- **Leadership Academy coaching for principals**
- **Participation in citywide Team Teaching Study group**
- **Participation in BETAC ELL trainings and workshops**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **Development of teacher hiring committee representative of school mission/vision**
  - **Intense interviewing/selection strategies that include, screening credentials, committee interview, demo lessons, point ratings and department interviews**
  - **Expansion of opportunities for teacher leadership and capacity building through incentive programs, lead teacher positions, teacher facilitated meetings**
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - **PTA will provide monthly activities for parents and students**
  - **Learning Leaders partnership to provide training and support for parent volunteers**
  - **Workshops on job placement, financial literacy and adolescent supports through partnership with PHIPPS Community Development Corp.**
  - **Literacy workshops for parents of ELLs**
  - **Increase in student performances and events such as musical concerts, public art program and NYC ballet program**
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - **Mentoring for all new and second year teachers**
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - **Teachers will be part of Quality Review team, programming committee, Student Intervention Team, SLT and school based teams related to instructional programs and planning**
  - **Development of teacher leaders through lead teacher program**
  - **Departments will have implementation and selection input on interim assessments**
  - **Teacher representative will be on Principal's instructional cabinet team**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- **Enrichment classes will be implemented in each grade in the area of literacy instruction**
  - **Individual student and teacher conferences will be conducted every 8 weeks in order to evaluate progress towards goals and develop action plan for meeting learning targets.**
  - **After School program and Saturday programs to offer assistance and support for struggling and failing students in Math and Literacy**
  - **Team teaching will be scheduled for all teachers a few times a week with the goal of providing targeted support for struggling students in all academic subjects**
  - **Student intervention team will meet weekly to monitor individual student progress and to create intervention plans for student support**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- **Mentoring for all new and second year teachers**

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			\$176,656.00	40-44
Title I, Part A (ARRA)	Federal	✓			\$47,097.00	40-44
Title II, Part A	Federal			✓		
Title III, Part A	Federal	✓			\$15,00.00	40-44
Title IV	Federal			✓		
IDEA	Federal			✓		
Tax Levy	Local	✓			\$1,083,891.00	40-44

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

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

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



**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not

address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>3</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site

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To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

***Our ELA department teachers along with the Assistant Principal will review these findings and evaluate our ELA curriculum to determine connections, gaps, and areas in need of improvement. After creating a thorough assessment, we will engage in a yearlong process to re vamp our ELA curriculum in a way that effectively meets the state articulation of standards and performance indicators. We will also provide intense professional development for our teachers in the area of curriculum development so our teachers can effectively address the curriculum and also align it with our unique school mission and vision of community action.***

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**We currently use the Region 2 curriculum maps for ELA in grades 6-8. The maps cover monthly units, standards, skill and strategies addressed, outcomes, Resources and professional development for the year. The maps do not have in depth grade level articulation of student outcomes and there is a lack of speaking and listening based activities.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Our school will embark on a yearlong process of revamping the Region 2 curriculum map in a way that addresses the gaps and disconnects with the key findings above, aligns to our unique school mission/vision and is aligned with the principles of learning. We will need external support in curriculum design and development.**

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## **1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our math department teachers will review the above findings and evaluate our school's curriculum to identify connections, gaps and disconnects. The process will take place in the mid winter to early spring during our math department meetings.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**We use the Impact math curriculum in grades 6-8. The findings identify the areas of geometry, measurement, number sense and operations as having gaps.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Our math teachers have already addressed some of the curriculum gaps in the Impact math program. We will have our math teacher's work together to discuss what they have done to compensate for the curriculum gaps and to identify school wide approaches to ensure that our students receive sufficient instruction in the areas of gaps.**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our school will review this finding during a grade level meeting and possibly further discuss the finding during faculty meetings. Our professional development team will also review the finding and evaluate the connections, gaps and disconnects in the area of instruction at our school.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our school is a small community of 16 educators. All of our teachers partake in lesson study program that is based on backwards design and workshop model approaches to planning instruction. A strategic balance between teacher directed and student centered instruction is part of our observation and evaluation process for all teachers. We provide frequent professional development opportunities for teachers to learn more effective approaches to differentiated instruction, facilitative learning and lesson planning that is disproportionately student centered. We believe that middle school students need more time spent in independent or small group work that is cooperative and inquiry based as opposed to the majority of instructional time being teacher directed.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>4</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our mathematics department will review the findings above and evaluate the connections, gaps and disconnects to our instructional program. We already have a lesson study process in place whereby all math teachers share their lesson design based on Backwards Planning and receive targeted feedback during a 60 minute review session by the entire department. After the lesson is reviewed, the teachers observe the execution of the lesson by the presenting teacher with a class of students. After observing the lesson, the teachers review the student work that came out of the lesson and discuss final reflection of the effectiveness of the lesson. Our lesson study program is partly based on providing highly engaging instruction that offers a student centered approach with smaller portions of time devoted to teacher directed instruction.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our lesson study program takes place throughout the year and all teachers at ACCION Academy participate multiple times per year. Along with the lesson study is our newly restructured informal observation template that sets standards for balancing out teacher directed and student centered instruction. The observation form also includes benchmark examples of engaging students during teacher centered and student centered instruction. All staff has reviewed and received support based on the observation template and lesson study program.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our school cabinet has reviewed the teacher turnover rate on a yearly basis. We work to identify evidence, rationale and anecdotal information regarding teacher turnover that will assist us in recruiting highly qualified, effective teachers who we can retain.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Last year 2 out of 13 teachers did not return for a multitude of reasons.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Our school has worked to create an effective hiring team that includes; classroom teachers, department leaders, professional developers and support staff. We have worked to identify rubrics for screening candidates and asking targeted questions. We also changed our hiring process to include three interviews including one with administrator, department and hiring committee and a demo lesson that is observed by multiple members of the hiring committee. We have also worked collaboratively with teacher recruitment programs such as the NYC Teaching Fellows and Teach for America to find highly motivated and qualified teachers. This year we also utilized the New Teacher Finder tool online to screen for experienced candidates.**

**The second part of our retention strategy involves strengthening our professional development program. Our school PD team has worked to develop a comprehensive and coherent approach to professional development that can be reviewed in section V's action plan portion as goal #3.**

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our school PD team, along with the ESL teacher will review the above findings and evaluate the connections, gaps and disconnects with PD for ELLs at our school site. We will also survey our teachers through an online survey to assess their needs and satisfaction with ELL professional development.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Many of our teachers are new or have 2 years of experience. Therefore, there is a need to further provide ELL professional development that relates the current and historical needs of our ELL populations. Our ESL teacher is in her 3<sup>rd</sup> year and did not provide many workshop opportunities and support for teachers last year since she was new to the school and teaching.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Last year, our ESL teacher attended numerous trainings and reached out for ongoing network support. She will be conducting targeted workshops this year for teachers who have ELLs in their classes. Also, the inquiry team work this year is targeting ELLs and the team will be sharing their findings, learning and resources with the entire staff in the area of academic language development. We have also reached out to our network and the district ELL support officers for school based support, training and resources for ELL instruction.**

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The supervising administrator for ELLs met with the ESL teacher to discuss viable ways to organize and distribute student data for ELLs. A spreadsheet was created that identified ELLs and displayed their assessment history including NYSESLAT scores by category, proficiency and other relevant data.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our ESL teacher has reviewed all student data for ELL students in our school. She compiled the data on Excel spreadsheets and made it accessible to all teachers.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The supervisor of Special Education along with our SETTS teacher and Student Intervention Team will review the findings and assess the professional development needs of our school staff through an online survey.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**We have a large number of new teachers and they will need more professional development and support in the area of Special Education.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Our Student Intervention Team will work to provide development opportunities for all staff and targeted assistance to individual teachers who are lacking knowledge of Special Education. Also, we will reach out to our network support and district level support to provide workshop opportunities and trainings for our staff.**

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our SETTS teacher, Special Education teachers and Student Intervention team will review the above finding and evaluate the connections, gaps and disconnects at our school.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our review is not yet finalized but we suspect that there will be a need for improvement due to the large number of new teachers and the historical disconnect between the SBST that serves our school part time.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Our SIT team along with network support will create an action plan and professional development plan to support the identified needs of staff and students regarding IEP compliance, support and execution.**

*All schools that receive C4E funding in FY'10 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2010-11 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**Additional Guidance:** In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

Does your school plan to use FY10 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
- No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY10 funding to reduce class size **via the creation of additional classrooms**?

- Yes
- No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2010-11? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2009-10	# New Classrooms/ Class Sections	Projected Average Class Size 2010-11

B. Does your school plan to allocate FY10 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2010-11? How many existing classrooms will be targeted for school year 2010-11? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2009-10	# Classes Targeted	Projected Teacher-Student Ratio 2010-11

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY10 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2010-11, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY10 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2010-11, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2010-11.

Details of Program Expansion:

#### IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY10 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

## V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

## VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY10 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2010-11, or whether it is the expansion or modification of a current strategy.

Program Description:



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Accion Academy						
<b>District:</b>	12	<b>DBN:</b>	12X34	<b>School</b>		321200010341	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		89.0	89.4	87.5
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		94.2	88.3	92.5
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		68.2	92.4	99.5
Grade 6	62	67	52	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	57	60	77	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	51	56	58		0	11	15
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		5	0	1
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	170	183	187		5	0	1
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	11	22	Principal Suspensions	10	2	19
# in Collaborative Team Teaching (CTT)	15	19	9	Superintendent Suspensions	0	6	16
Number all others	14	17	14	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		0	0	0
# receiving ESL services only	17	28	TBD	Number of Teachers	14	14	14
# ELLs with IEPs	6	13	TBD	Number of Administrators and Other Professionals	2	4	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	1	1	1

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	1	22	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	21.4	28.6	42.9
				% more than 5 years teaching anywhere	7.1	7.1	7.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		50.0	50.0	71.4
American Indian or Alaska Native	0.6	0.5	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	87.5
Black or African American	37.6	33.3	34.2				
Hispanic or Latino	61.2	66.1	65.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.5				
White	0.6	0.0	0.0				
<b>Male</b>	53.5	48.1	49.2				
<b>Female</b>	46.5	51.9	50.8				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	X	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	4	4	0				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	64.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

**Part I. School ELL Profile**

**A. Language Allocation Policy Team Composition**

Network Cluster <b>Cluster 4</b>	District <b>12</b>	School Number <b>341</b>	School Name <b>Accion Academy</b>
Principal <b>Adrian Manuel</b>		Assistant Principal <b>Stephanie Brown</b>	
Coach <b>Felix Rivera</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>James Knox/TESOL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent	
Teacher/Subject Area <b>type here</b>		Parent Coordinator	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Varleton McDonald</b>		Other <b>type here</b>	

**B. Teacher Qualifications**

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

**C. School Demographics**

Total Number of Students in School	<b>190</b>	Total Number of ELLs	<b>44</b>	ELLs as Share of Total Student Population (%)	<b>23.16%</b>
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**Part II. ELL Identification Process**

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

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

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

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

ACCION Academy is located in the South Bronx. Our student population is comprised of 61% African-American, 65% Hispanic, less than 1% African and Other. There are approximately 190 students in grades six through eight. 42 or approximately 20% of the total student population are English Language Learners (ELLs). ELL students are heterogeneously placed in classes with monolingual students according to grade level. A student who's Individualized Education Plans (IEPs) specifies CTT placement is in appointed CTT classes within grade. There are currently 6 newcomer students (1-3yrs), 26 students with 4-6yrs of service, and 10 long term ELLs (7+ yrs). There are 3 SIFE students in the school; one student in the seventh grade and two in the eighth grade. Twelve out of the 42 ELLs have IEPs; 7 students are CTT and 5 are SETTS. Forty of the students are Spanish speakers; one speaks Fulani, an indigenous West African language and 1 speaks Bengali. There is one certified ESL teacher, James Knox, who has his MS. Ed. and full Professional Licensure in TESOL.

Newly registering students' guardians must complete a Home Language Identification Survey (HLIS) to determine if the student is eligible for LAB-R testing. After testing is completed, the guardian is shown the ELL Orientation Video and given the Parent Guide as well. There is then a question/answer/discussion time between the guardian and the ESL Coordinator regarding the different programs and their options. The Coordinator then administers the Parent Choice Survey for completion at that time; if we are unable to have the survey completed in person it is sent home with the child in a sealed envelope with return date clearly indicated. Follow-up phone calls are made to insure the proper and timely completion of the form. Parents who choose a program that is not available at the school are given a list of other schools with the preferred programs in the city. If a parent opts-out of transferring their child, the parent must sign-off on this decision with the understanding that ACCION Academy only offers Freestanding ESL for the 2010-2011 school year. All continuing ELLs are given a Continuation of Services letter in the fall. All paperwork is generated, organized and completed by the ESL Coordinator who also ensures that signed hard copies are placed in the appropriate students' cumulative file. Parent meetings are managed through cooperation between the ESL teacher and Parent Coordinator in order to best accommodate parents' schedules. Currently, Freestanding ESL is the only program offered at ACCION Academy.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
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"/>	
<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-</b>							8	16	6					30

Contained														
Push-In							7	7	0					14
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>23</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	16
SIFE	3	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	7			19			22			48
<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>48</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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																

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	21	6					42
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>22</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

## Part IV. ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

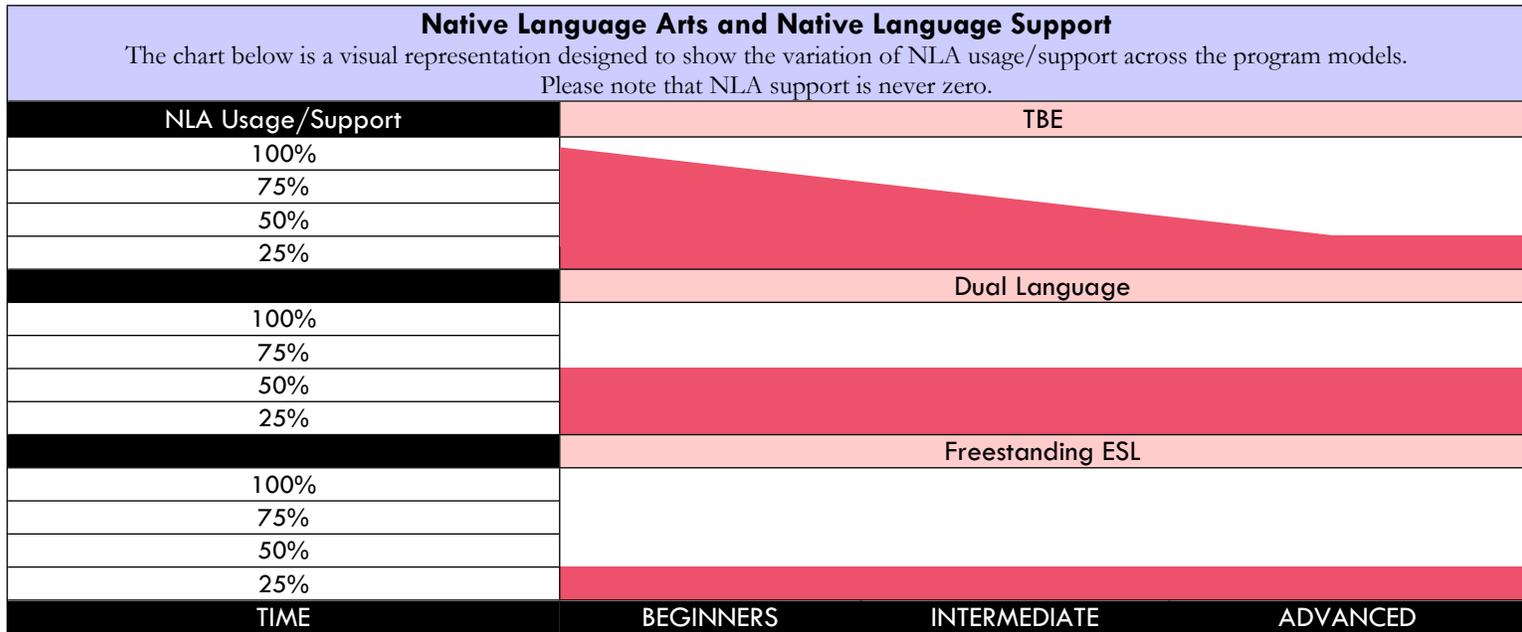
#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



**B. Programming and Scheduling Information--Continued**

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

Instructional program for ELLs is Freestanding ESL with students seen at their grade levels heterogeneously with dominant ELL students. Beginner students receive 6+ classes with the ESL teacher, no less than 360 minutes a week; Intermediate students receive 6+ classes, no less than 360 minutes a week as well and Advanced students receive 3+ classes a week, no less than 180 minutes a week all levels per CR Part 154. Instructional strategies are centered on content area information as a conduit for English language development, focusing on skills such as phonics, comprehension, test taking skills as well as academic vocabulary building. The ESL teacher is the sole service provider in English with Native Language support through texts and independent reading. Technology is utilized in the form of smart boards, laptops and the internet. External organizations may also be utilized if necessary for parent interpretation through the Unit of Translation and Interpretation. ELL mandates are followed in regards to time, service provider, parent notification/selection as well as in testing as communicated between the ESL Coordinator and necessary personnel. Data is used throughout the school to drive instruction by the use of all exam results and the compilation of information from teachers on classroom data.

Acción Academy's content areas follow all state standards and are aligned with data from the previous as well as current year. Teachers work in departments to not only assess lesson plans and unit plan, but also focus and use data to drive instruction in the classrooms. ELL students participate fully in these curricular programs as they are mixed in with English-dominant students. The teachers all work towards modification of the assignments to be comprehensible based on the different students' English proficiency levels. Supplemental programs for ELLs are available in the form of AIS, after-school tutoring and Saturday Academy, which not only addresses academic and testing prep needs but also cultural needs through a bi-monthly cultural excursion.

Extracurricular activities available in the school are mock trial, as well as the after-school program. Both programs are offered free of charge, the first program is made available based on merit and the second program is open and free to all students. The after-school program includes homework help, the arts, sports and community service as well as providing a meal.

Parent involvement is facilitated by the ESL Coordinator and the Parent Coordinator. This comes in the form of a Parent-Child reading group as well as orientations and meetings regarding what parents can do to help their students achieve, and to update parents on their child's progress.

Newly enrolled ELL/LEP students are given a walk-through of the day by the Parent Coordinator regarding the uniform, schedule and expectations of the school. The student is then walked to their first class. The ESL Coordinator is notified and meets with the student to introduce themselves and explain their role in terms of assistance and support for that student in their language development. All content teachers in the grade are made aware of the new ELL/LEP student, and the ESL Teacher checks in with these teachers throughout the week to get informal observations of how they are doing in the classes: academically and socially.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

These will be facilitated by the ESL Coordinator. The staff development will focus on teaching vocabulary and ESL methodology to scaffold content. The ESL Coordinator attends professional developments put on by BETAC as well as the Office of ELLs on average, once a month to stay informed as well as updated on new strategies to take back to our school.

Support services that are provided to LEP students include Counseling, Speech Therapy as well as CTT/SETTS per IEP. There is also a Dean of Discipline available to work towards resolutions with all students, including ELLs. The Data Inquiry Team is focusing on ELLs and academic language through working with very small groups and individual assessments and support.

ESL Teacher provides both formal and informal ELL training of staff. This is done during staff meetings, departmental meetings and other staff meetings.

### E. Parental Involvement

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

Parent involvement is facilitated by the ESL Coordinator and the Parent Coordinator. This comes in the form of a Parent-Child reading group as well as orientations and meetings regarding what parents can do to help their students achieve, and to update parents on their child's progress.

## Part V. Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	0					6
Intermediate(I)							7	10	6					23
Advanced (A)							5	9	1					15
Total	0	0	0	0	0	0	15	22	7	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

## Additional Information

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

Paste additional information here

## Part VI. LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		