



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **ACCION ACADEMY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **12X341**

PRINCIPAL: **NIKOLE BOOKER**

EMAIL: **NBOOKER2@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MYRNA RODRIGUEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nikole Booker	*Principal or Designee	
Melissa Leuthner	*UFT Chapter Leader or Designee	
Nilsa Cruz	*PA/PTA President or Designated Co-President	
Maria Contreras	DC 37 Representative, if applicable	
Derek Case	SLT Chairperson/UFT	
Taquetta Lawrence	Member/UFT	
James Knox	Member/UFT	
Juana Hernandez	Member/Parent	
Melanie Patillo	Member/Parent	
Madeline De La Rosa	Member/Parent	
Daniel Martinez	Member/Parent	
Miguel Eusebio	Member/Parent (Title I PAC)	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, the All Students subgroup will demonstrate progress towards the achievement of mastery on the New York State Mathematics assessment as measured by a 5% increase in student progress, an increased school-wide median adjusted growth percentile, and students' overall scaled scores.

Comprehensive needs assessment

This goal has been identified as an area for improvement based on NYS academic content as well as shifts towards the Common Core Learning Standards (CCLS) and the forthcoming CCLS aligned performance assessments. The median adjusted growth percentile for Mathematics progress for the 2012 New York State Examination Period was 63%.

Instructional strategies/activities

From September 2012 – June 2013 Accion Academy will engage in the following:

- a) Strategies/activities that encompass the needs of identified student subgroups
 - Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration
 - Provide staff with targeted professional development within structured teacher teams around student performance data
 - Provide staff with disaggregated data (NYS exam data, internal formative, benchmark, and summative assessment data) to assist with planning and making informed decisions around grouping and provision of multiple entry points for students by product)
 - Provide staff with professional development the effective analysis of data and utilization to drive instruction
 - Provide structured time for teachers to plan across grade levels and content areas focused on the effective use of data to drive instruction
 - Teachers will use data to modify scope and sequence and curriculum maps to ensure scaffolding, spiraling and re-teaching of key literacy skills within curricula
 - Interdisciplinary teacher teams will be created to address instructional practice focused on explicit, guided numeracy and literacy skills instruction
 - Utilize the co-teaching model to offer support for the Push-in/ Pull out structure for small groups and individual one on one support
 - Writing across the curriculum implemented
 - Provide the opportunity for grade 8 students to engage in accelerated coursework through the implementation of an NYS Integrated Algebra Regents class

- a) Staff and other resources used to implement these strategies/activities
 - All teachers – explicit literacy across the curriculum instruction
 - Instructional Coach (Aussie Education)
 - Math and Science teachers – explicit numeracy across the curriculum instruction as well as the creation of interdisciplinary connections through the STEM Department)
 - Khan Academy
 - Rally Education: NYS Rehearsal (CCLS aligned assessment tool)
 - Cambridge Education
 - CFN 407/Maverick Educational Partnership – Targeted job embedded professional development support for improved literacy and numeracy instruction across the curriculum

- b) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Inclusion of teachers in shared instructional decision making processes
 - Faculty Conferences
 - Universal common planning time with Administrative push-in for key meetings
 - Open communication and transparency between staff and administration

- c) Timeline for implementation
September 2012 – June 2013
 - Formative, Interim, and Summative Assessments
 - Implementation of Rally Education supports
 - On-going professional development in the areas of: Writing Across the Curriculum, Literacy Across the Curriculum, Creating Effective Assessments, Looking at Student Work, etc.

Strategies to increase parental involvement

The strategies and activities that will be implemented to achieve this goal as outlined within the Title I Parent Involvement Policy (PIP) are as follows:

- Regularly scheduled parent and school meetings (SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA)
- Parent Teacher Conferences
- Access to resources and materials that will be made available to parents for in-school and/or at home use to support their child’s learning and monitor student progress

Strategies for attracting Highly Qualified Teachers (HQT)

The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal are as follows:

- Engage teachers in differentiated professional development that focuses on professional skill development through the use of a research based teacher effectiveness rubric (Charlotte Danielson Framework for Effective Teaching)
- Offer challenging instructional opportunities to increase student performance as well as teacher expertise (Regents classes)
- Provide professional supports for improved teacher effectiveness through an Instructional Coach and Teacher Mentor
- Create opportunities for collaboration and collegiality through universal planning time within individual content areas as well as the overarching Humanities Department
- Provide opportunities for leadership development through the creation of teacher led Academic Departments

Service and program coordination

The following Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal:

- Aussie Education – supporting academic achievement in the area of Mathematics and Science through teacher training and professional development focusing on best instructional practices, CCLS alignment of created curricula, as well as the creation and implementation of CCLS aligned tasks
- Cambridge Education - Targeted job embedded professional development support for increased pedagogical efficacy aligned to Charlotte Danielson Framework for Effective Teaching and the 2012-2013 Chancellors Instructional Expectations

Budget and resources alignment

FY'13 PS and OTPS budget categories that will support the actions/strategies/activities described in above are as follows:

- Title I – Instructional Coach (Aussie Education)
- Title I – Teacher Mentor
- TL FSF – Rally Education: NYS Rehearsal (CCLS aligned assessment tool)
- Title I – Cambridge Education

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the All Students subgroup will demonstrate progress towards the achievement of mastery on the New York State English Language Arts assessment as measured by a 5% increase in student progress, an increased school-wide median adjusted growth percentile, and students' overall scaled scores.

Comprehensive needs assessment

This goal has been identified as an area for improvement based on NYS academic content as well as shifts towards the Common Core Learning Standards (CCLS) and the forthcoming CCLS aligned performance assessments. The median adjusted growth percentile for English Language Arts progress for the 2012 New York State Examination Period was 68%.

Instructional strategies/activities

From September 2012 – June 2013 Accion Academy will engage in the following:

- a) Strategies/activities that encompass the needs of identified student subgroups
 - Increased rigor in ELA instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration
 - Provide staff with targeted professional development within structured teacher teams around student performance data
 - Provide staff with disaggregated data (NYS exam data, internal formative, benchmark, and summative assessment data) to assist with planning and making informed decisions around grouping and differentiation by product
 - Provide staff with professional development the effective analysis of data and utilization to drive instruction
 - Provide structured time for teachers to plan across grade levels and content areas focused on the effective use of data to drive instruction
 - Teachers will use data to modify scope and sequence and curriculum maps to ensure scaffolding, spiraling and re-teaching of key literacy skills within curricula
 - Interdisciplinary teacher teams will be created to address instructional practice focused on explicit, guided literacy skills instruction
 - Utilize the co-teaching model to offer support for the Push-in/ Pull out structure for small groups and individual one on one support
 - Writing across the curriculum implemented

- b) Staff and other resources used to implement these strategies/activities
 - All teachers – explicit literacy across the curriculum instruction
 - English and Social Studies Teachers - creation of interdisciplinary connections through the Humanities Department
 - Instructional Coach
 - Teacher Mentor
 - Achieve 3000
 - Community Word Project – Writing Workshop
 - Truth Unlimited – Public Speaking Workshops
 - Rally Education – Essential Skills and Think Reading Curricula
 - CFN 407/Maverick Educational Partnership – Targeted job embedded professional development support for improved literacy instruction

- c) Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Inclusion of teachers in shared instructional decision making processes
 - Faculty Conferences
 - Universal common planning time with Administrative push-in for key meetings
 - Open communication and transparency between staff and administration

- d) Timeline for implementation
 - September 2012 – June 2013
 - Formative, Interim, and Summative Assessments
 - Implementation of Rally Education and Achieve 3000 instructional supports
 - On-going professional development in the areas of: Writing Across the Curriculum, Literacy Across the Curriculum, Creating Effective Assessments, Looking at Student Work, etc.

Strategies to increase parental involvement

The strategies and activities that will be implemented to achieve this goal as outlined within the Title I Parent Involvement Policy (PIP) are as follows:

- Regularly scheduled parent and school meetings (SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA)
- Parent Teacher Conferences
- Access to resources and materials that will be made available to parents for in-school and/or at home use to support their child’s learning and monitor student progress

Strategies for attracting Highly Qualified Teachers (HQT)

The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal are as follows:

- Engage teachers in differentiated professional development that focuses on professional skill development through the use of a research based teacher effectiveness rubric (Charlotte Danielson Framework for Effective Teaching)
- Offer challenging instructional opportunities to increase student performance as well as teacher expertise (CCLS Project Based Learning)
- Provide professional supports for improved teacher effectiveness through an Instructional Coach and Teacher Mentor
- Create opportunities for collaboration and collegiality through universal planning time within individual content areas as well as the overarching Humanities Department
- Provide opportunities for leadership development through the creation of teacher led Academic Departments

Service and program coordination

The following Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal:

- Community Word Project – Writing Workshop
- Truth Unlimited Productions – Public Speaking
- Cambridge Education - Targeted job embedded professional development support for increased pedagogical efficacy aligned to Charlotte Danielson Framework for Effective Teaching and the 2012-2013 Chancellors Instructional Expectations

Budget and resources alignment

FY'13 PS and OTPS budget categories that will support the actions/strategies/activities described in above are as follows:

- Title I – Instructional Coach (School Based)
- Title I – Achieve 3000
- TL FSF/NYSTL Textbook – Rally Education: NYS Rehearsal (CCLS aligned assessment tool), Essential Skills
- TL Children First Network - Community Word Project
- Title I – Truth Unlimited

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, 100% of major content area teachers will create and execute at least 2 Performance Based Assessment that is aligned to the Common Core State Standards in English, Math, History, and Science as outlined by the Chancellor's Instructional Expectations for CCLS implementation for the 2012-2013 academic year

Comprehensive needs assessment

This goal has been identified as a priority area for improvement based on NYS academic content, student performance standards, and the 2012-2013 NYC Dept. of Education Chancellor's Instructional Expectations. As the Common Core State Standards are implemented it is important to challenge all content area teachers to engage in the practice of creating and executing CCLS aligned units of instruction and performance based tasks.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) Strategies/activities that encompass the needs of identified student subgroups
 - Identify external experts to facilitate Professional Development sessions for all staff members on how to effectively create Performance Based Assessment
 - Provide teachers with exemplars and resources to develop Performance tasks
 - Provide teachers with the time and space to plan Performance Tasks (i.e. common planning and grade level meetings)
 - Provide meaningful feedback on Performance Assessment
 - Structured collaborative time for teachers to engage in the creation of Performance Based Assessments
- b) Staff and other resources used to implement these strategies/activities
 - Instructional Coach (Aussie Education)
 - Teacher Mentor
 - Cambridge Education - Targeted job embedded professional development support for increased pedagogical efficacy aligned to Charlotte Danielson Framework for Effective Teaching and the 2012-2013 Chancellors Instructional Expectations
 - CFN 407/Maverick Educational Partnership - Targeted job embedded professional development support for creation and implementation of CCLS aligned tasks
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Inclusion of teachers in shared instructional decision making processes
 - Faculty Conferences
 - Universal common planning time with Administrative push-in for key meetings
 - Open communication and transparency between staff and administration
- d) Timeline for implementation
September 2012 – June 2013
 - On-going professional development and support in the areas of:
 - Looking at student work through a CCLS lens

- Creating effective CCLS aligned tasks
- Effective alignment of curriculum maps to the CCLS
- Identification of best instructional practices as aligned to Charlotte Danielson Framework for Effective Teaching and the 2012-2013 Chancellors Instructional Expectations

Strategies to increase parental involvement

The strategies and activities that will be implemented to achieve this goal as outlined within the Title I Parent Involvement Policy (PIP) are as follows:

- Regularly scheduled parent and school meetings (SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA)
- Parent Teacher Conferences
- Access to resources and materials that will be made available to parents for in-school and/or at home use to support their child’s learning and monitor student progress

Strategies for attracting Highly Qualified Teachers (HQT)

The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal are as follows:

- Engage teachers in differentiated professional development that focuses on professional skill development through the use of a research based teacher effectiveness rubric (Charlotte Danielson Framework for Effective Teaching)
- Offer challenging instructional opportunities to increase student performance as well as teacher expertise
- Provide professional supports for improved teacher effectiveness and CCLS alignment through an Instructional Coach and Teacher Mentor
- Create opportunities for collaboration and collegiality through universal planning time within individual content areas providing dedicated time to the analysis and implementation of the Common Core State Standards

Service and program coordination

The following Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal:

- Cambridge Education - Targeted job embedded professional development support for increased pedagogical efficacy aligned to Charlotte Danielson Framework for Effective Teaching, the 2012-2013 Chancellors Instructional Expectations, and effective CCLS curriculum alignment and authentic performance based task creation
- Aussie Education – supporting academic achievement in the area of Mathematics and Science through teacher training and professional development focusing on best instructional practices, CCLS alignment of created curricula, as well as the creation and implementation of CCLS aligned tasks

Budget and resources alignment

FY’13 PS and OTPS budget categories that will support the actions/strategies/activities described in above are as follows:

- Title I – Instructional Coach
- Title I – Cambridge Education

ACADEMIC INTERVENTION SERVICES (AIS)

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students are provided with the following academic interventions to support increased achievement:</p> <ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Achieve 3000 – Tier 1 • Extended Day : 37.5 minutes – Tier 1 • Writing Workshop – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Writing Workshop: Community Word Project – Tier 2 • Rally Education: Essential Skills – Tier 2 • Lunch & Learn Small Group Tutoring: Tier 2 • Wilson Reading: Reading Workshop – Tier 3 • Afterschool Small Group Tutoring – Tier 3 • Saturday Academy – Tier 3
Mathematics	<p>Students are provided with the following academic interventions to support increased achievement:</p> <ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Extended Day: 37.5 minutes – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Extended Day: 37.5 minutes – Tier 1 • Math Literacy Workshop – Tier 2 • Khan Academy – Tier 2 • Lunch & Learn Small Group Tutoring – Tier 2 • Afterschool Small Group Tutoring – Tier 3 • Saturday Academy – Tier 3

Science	<p>Students are provided with the following academic interventions to support increased achievement:</p> <ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Extended Day: 37.5 minutes – Tier 1 • Achieve 3000 (E-Science) – Tier 1 • Lunch & Learn Small Group Tutoring – Tier 3 • Afterschool Small Group Tutoring – Tier 3 • Saturday academy – Tier 3
Social Studies	<p>Students are provided with the following academic interventions to support increased achievement:</p> <ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Extended Day – 37.5 minutes • Lunch & Learn Small Group Tutoring – Tier 3
At-risk Services provided by the Guidance Counselor	<p>Counselor provides one-to-one sessions with identified at risk students to review requirements towards increased academic progress, social-emotional learning and other issues which overall student growth. Also, group guidance lessons provided weekly to identified students through small group advisory sessions focusing on study skills, career exploration and social-emotional learning.</p>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<p>Social Worker provides counseling to at risk students referred by guidance counselors and other staff members. One to one sessions are provided to students focused on building self-esteem, bereavement counseling, anger management, and socialization skills.</p>
At-risk Health-related Services	N/A

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

To effectively ensure that all staff is highly qualified Accion Academy school leaders, instructional support providers, and key CFN 407 instructional support personnel will engage teachers in professional development offerings, differentiated professional supports based upon teacher strengths and areas identified as being in need of improvement, as well as opportunities for teacher leadership. The current BEDS rate of Accion Academy is 100%.

Recruitment

Accion Academy will engage in the following activities to recruit highly qualified teachers:

- Attend NYC DOE District/Borough/Citywide hiring fairs
- Attend local College and University hiring fairs
- Attend local teacher preparation program hiring fairs
- Create inroads with local College and University departments of education, alumni relations, and career planning
- Create inroads with local teacher preparation programs such as Teach for America and New York City Teaching Fellows

Support

Accion Academy will engage in the following professional development opportunities to provide supports for staff:

- Understanding and applying Charlotte Danielson's Framework for Effective Teaching
- Understanding and engaging in the NYC DOE 2012-2013 Chancellors Instructional Expectations
- Common Core Learning Standards curriculum gap analysis and alignment
- Using data to drive instruction
- Effective Academic grading practices
- Creating and implementing interdisciplinary CCLS aligned units of study
- Enhancing student engagement through the effective use of instructional technology

Retention

Accion Academy will engage in the following activities to retain highly qualified teachers:

- Provide teachers with the opportunity to create and teach rigorous course offerings (i.e. NYS Regents courses)
- Provide teachers with differentiated professional development supports aligned to self-reflection on teaching practice
- Provide teachers with opportunities for cross-training and expanded learning of additional content area

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Varelton MacDonald	District 12	Borough Bronx	School Number 341
School Name Accion Academy			

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

Principal Nikole Booker	Assistant Principal Stephanie Brown
Coach Felix Rivera	Coach type here
ESL Teacher James Knox	Guidance Counselor Arevalo
Teacher/Subject Area Shana Baron	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rafelina Aponte
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	207	Total Number of ELLs	45	ELLs as share of total student population (%)	21.74%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

ACCION Academy is located in the South Bronx. Our student population is comprised of approximately 40% African-American, 60% Hispanic, less than 1% African and Other. There are approximately 207 students in grades six through eight. 46 or approximately 22% 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 2 newcomer students (0-1yrs), 10 students with 1-3 years, 12 students with 4-6yrs of service, and 21 long term ELLs (7+ yrs). There are 5 SIFE students in the school; one student in the sixth grade, one in 7th grade and three in eighth grade. Nineteen of the 46 ELLs have IEPs; 18 students are served in CTT and 1 is SETTS. Forty-three of the students are Spanish speakers; two speak French and 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 registered students' and their parents or guardians are interviewed formally and informally by various school staff. A licensed pedagogue actively participates in the registration process, informally interviews any potential ELLs and is available to speak with and interview any students or parents who are or may be ELLs. Any families so identified, are given the Home Language Identification Survey (HLIS) by a certified ESL Teacher, to determine if the student is eligible for LAB-R testing. The overwhelming majority (96%) of second language speakers are Spanish speakers and the school has over 10 teachers and aides who are bilingual: English/Spanish. In view of the fact that Accion receives only 1 to 3 new ELLs each year we are easily able to track each parent and child via one on one contact.

LAB-R testing is completed and scored within 10 days of registration. English LAB-R is administered for bilingual ELLs and the Spanish LAB for Spanish speaking ELL students. If a student is identified as an ELL, the ESL Teacher meets with their parent or guardian and they are given the entitlement letter, shown the ELL Orientation Video and given the Parent Guide. There is then time for questions and discussion between the parents/guardian and the ESL Teacher/Coordinator regarding the ELL different programs in the City and at Accion Academy and their options to choose what is best for their child. Currently, freestanding ESL is the only program offered at ACCION Academy. The ESL Teacher then administers the Parent Choice Survey. The only option which our parents have chosen over the past two years is the freestanding ESL Program. In previous years it appears that this was also the chosen option.

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. Continuing ELLs are given a Continuation of Services letter in the fall. Parent meetings are managed through cooperation between the ESL teacher and Parent Coordinator in order to best accommodate parents' schedules. All paperwork is generated, organized and completed and signed copies are placed in the appropriate students' cumulative file.

NYSESLAT testing in 4 modalities (Listening, Speaking, Reading & Writing) is administered and completed each year for all ELLs.

Various and numerous ATS reports are used throughout the year to track and monitor our ELLs and assure that our student rosters are up to date. An up to date ELL Roster is then used to track each child and class in each NYSESLAT modality as they are tested. Typically testing is done by grade - one modality at a time, with the Speaking portion administered first. Given that Accion has approximately 45 ELLs the NYSESLAT is administered completely by James Knox, our certified ESL Teacher.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							11	14	21					46
Push-In														0
Total	0	0	0	0	0	0	11	14	21	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	19
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	21

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. [i](#)

ELLs by Subgroups										
	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	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language				10						10
ESL	12	2		12	3		21			45
Total	12	2	0	22	3	0	21	0	0	55

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					10	14	19							43
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French					1		1							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	11	14	21	0	0	0	0	0	0	46

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	14	19					43
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French						1			1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	14	21	0	0	0	0	46

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Instructional program for ELLs is Freestanding ESL with students seen in grade level groupings. ELL Students are grouped in a single Homeroom for each grade: 602, 702, 802. The school operates on a one hour Block Schedule. Beginner and Intermediate ELLs receive 6 classes with the ESL teacher, i.e. 360 minutes a week; and Advanced students receive 3 classes a week, 180 minutes a week. ESL Instruction is largely accomplished through the Push-In model - typically in their ELA classes. ELLs are thus grouped across proficiency levels - largely high, intermediate and advanced with many who are long term ELLs. Instructional strategies are centered on content area information as a conduit for English language development, focusing on both reading and writing skills such as phonics, comprehension, academic vocabulary building, persuasive and narrative writing, editing as well as test taking skills. The ESL teacher is the sole service provider in English with Native Language support through 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. The ELA/ESL curriculum is based on the Common Core Standards and teaching is tailored to the abilities of the ELL students, i.e. differentiated.

Acción Academy's content areas follow all state standards and are aligned with data from the previous as well as current year. Teachers work collaboratively in subject area departments to not only assess lesson and unit plans, but also to focus and use data to drive instruction in the classrooms. The Push-In model allows teachers to better modify and differentiate assignments to be comprehensible based on varying 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 include the Thurgood Marshall Mock Trial program which is coached by the ESL Teacher and includes many ELLs. Other after-school programs are also being set up. Such programs are offered free of charge. The after-school programs will include 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.

A. Programming and Scheduling Information

SIFE students are monitored initially and provided with extra help and interventions as appropriate. Current SIFE students have been integrated into their respective classes and have largely caught up to their peers. One example of such mainstreaming and differentiation is an 8th grade SIFE student who will be taking the Specialized HS Exam.

Newcomer students are similarly monitored initially and provided with extra help and interventions as appropriate. None of our newcomers arrived at Accion with minimal English speaking skills. Current Newcomers have been integrated into their respective classes and most have caught up to their peers. One example of such mainstreaming and differentiation is an 8th grade newcomer/SIFE student who will be taking the Specialized HS Exam.

The overwhelming majority of ELLs at Accion Academy are Advanced or high Intermediate and are served as described above. Whether they have been here for 4-6 years or are long term ELLs they are served in their respective mainstream settings. Because so much of the teaching at Accion is data driven and because the ESL teacher is pushing into the ELA classes to serve the ELLs, a student's status, whether it be SIFE or long term ELL or IEP or behavior related, is known, used in class groupings and in the differentiation of teaching. As an example, the ELLs were an integral part of a recent class project to interpret and produce a fictional story after varied readings. 7th and 8th graders separately wrote dialog and produced short films incorporating nuances of time sequencing, emotional portrayals and varying dialog.

Another example of instructional strategies and grade level materials that are used at Accion Academy is the added use of the Daybook of Critical Reading and Writing in the ELA class. This has enabled many long term ELLs to focus their reading and ultimately writing skills such that their writing abilities have shown definite improvement.

The net result of these programming, planning, grouping and teaching methodologies is that the ELL population receives very strong and focused services in all subject areas and especially in ELA. In fact the number of ELLs who received a 1 in the NYState ELA exam was reduced by 11% in the 2011 Exam.

Courses Taught in Languages Other than English ⓘ

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

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

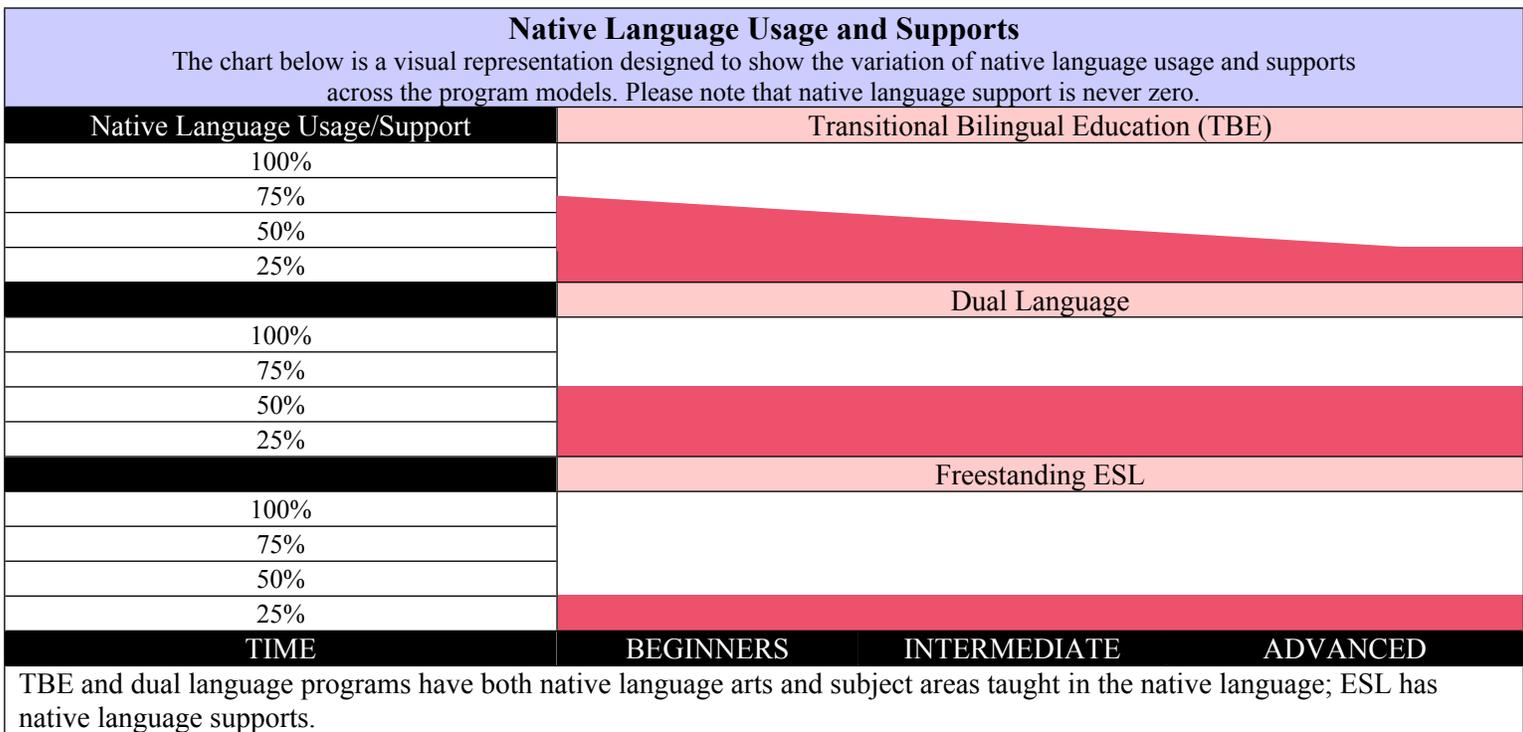
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	English			
Math:	English			
Science:	English			

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Professional Development as it relates to the ELL population 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.

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)?

N/A

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.

The ESL Teacher will be provided with external professional development on a monthly basis through BETAC or Maverick Educational Partnership. The information will then be turnkeyed to the staff during department or staff meetings. The ESL Teacher provides both PDs and formal and informal ELL training of all staff – including all teachers, aides, guidance counselors. This is done during staff meetings, departmental meetings and other staff meetings. Through the delivery of PD over the course of the school year all staff will receive the minimum 7.5 hours of ELL training. Sign in sheets, agendas and other records will be maintained.

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 Parent Coordinator and the ESL Coordinator. Numerous parent meetings are held throughout the year. These meetings are quite varied with topics ranging from orientations and information sessions, educational topics, celebratory, Parent-Child reading group, meetings regarding what parents can do to help their students achieve, and meetings with teachers to update parents on their child's progress.

Additional sessions are being set up with outside groups. Computer literacy sessions have been held and will be held again. Other specific dates and topics are not yet confirmed. One such topic which is being set-up is a session on immigration issues.

4-5 parents currently sit on the SLT and in that role and their roles on the Parent Association, they are the first line of information from our parents. Accion's Parent Coordinator through the PA coordinates surveys and reviews of parent activities. It was through this review of parent wants and needs that the computer and immigration sessions were conceived.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6	2	8	1	0	11
7	4	7	3	0	14
8	8	13	0	0	21
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	2	0	9	0	2	0	1	0	14
8	5	0	15	0	0	0	0	0	20
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		16	0	4	0	0	0	20
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Accion uses the results of all tests and exams (City & State as well as in class assessments) to assess the literacy skills of our ELLs. We accumulate data through ARIS and ATS as well as in class assessments. Fountas & Pinnell are also used as is a running record. The ELL periodic Assessments are also included in the overall data gathering and assessment by pedagogical staff. LAB-R data is largely insignificant for analysis as it only pertains to a single student.

It is clear from this and the other data which has been aggregated here and in the classroom, that our ELL population is more skilled and achieves more in speaking and listening modalities than in reading and writing; but both skills and overall achievement are increasing for our ELLs as is evidenced by the most recent NYS Exams where our ELLs out performed the school as a whole by reducing the number of ELL students who received a 1 in the ELA exam by 11% while 2's increased by 7% and 3's increased by 2%. In addition, our ELLs achieved better results in the Math exams than the school as a whole.

This data and these results have driven our instructional plan to change to the push in model as described above. By continuing the

emphasis on Math and increasing both instructional time and interventions and diversifying materials used in the ELA classroom, we are moving to improve the performance of our ELLs in all areas.

Another area of intervention that was mentioned is the mock trial program, which focuses on extemporaneous speaking as well as critical thinking, reading, (of the case fact pattern) and writing (of questions, testimony, opening and closing speeches).

The net effect of these tools, assessments and analysis has enabled the Accion staff to continue to direct instruction to the individual student level and to continue to improve performance of our ELL population.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

ORAL INTERPRETATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of oral interpretation needs and your major findings.

The Principal Assistant Principal and ESL Coordinator held conversations and meetings with the Administrative Team, several Teachers, the Parent Coordinator and various office staff to assess the perceived needs of the school. Varied oral translation needs and issues related to students, parents and others were reviewed.

Our major findings pointed to a strong and increasing need for both oral and written translation services in the school. Many of our parents are monolingual and do not speak English. The largest need for oral translation services is in person and on the telephone. Translation services in Spanish will cover all of our monolingual families.

At the present time we are able to handle all needed oral interpretation services, (e.g. parent meetings), and have many staff who are able to translate in Spanish. Thus in-person Spanish-English translation can be managed. The minor and sporadic need for telephone translation services will require monitoring over the coming months, but has been capably managed thus far.

PROPOSED ORAL INTERPRETATION SERVICES

In this box, describe the oral interpretation services you plan to provide, and how they meet identified needs.

Oral translation: The school requires oral translation services in two languages: Spanish. For those families who need translation in a second language, we will need staff coverage to provide translation services.

We currently have many staff who are capable of providing oral translation services in Spanish. Eight to nine can provide oral Spanish translation services. Thus, we will be able to utilize existing staff to provide timely translation in both French and Spanish. Office and administrative staff will continually assess our family's needs in this area. The Principal and her administrative team will then obtain timely translation of such documents from our staff.

BUDGET NARRATIVE: What you will buy with the funds and how you will use what you budget?

Budget Category	Explanation								
<p><u>Personnel</u> such as teacher per session or paraprofessional (bulk jobs)</p> <p>Use of up to 6 staff members on a per session basis apportioned through the balance of the school year.</p>	<p><u>Budget Estimate:</u></p> <p>240 part time sessions @ \$20 per = \$ 800.</p> <p style="text-align: right;">\$ 800.</p>								
<p><u>Purchased services</u> such as contractual translation or interpretation services</p> <p>Use of contracted translation services for bulk or large jobs through the balance of the school year.</p>	<p><u>Budget Estimate:</u></p> <p>2 jobs @ \$50 per job</p> <p style="text-align: right;">\$500.</p>								
<p><u>Supplies and materials</u></p> <p>Dictionaries, paper and supplies used in the production of translated materials and documents</p>	<p><u>Budget Estimate:</u></p> <table style="width: 100%; border: none;"> <tr> <td>Paper:</td> <td style="text-align: right;">\$75</td> </tr> <tr> <td>Dictionaries:</td> <td style="text-align: right;">\$50</td> </tr> <tr> <td>Other Miscellaneous supplies:</td> <td style="text-align: right;">\$100</td> </tr> <tr> <td colspan="2" style="text-align: right;"><u>Total: \$225.</u></td> </tr> </table>	Paper:	\$75	Dictionaries:	\$50	Other Miscellaneous supplies:	\$100	<u>Total: \$225.</u>	
Paper:	\$75								
Dictionaries:	\$50								
Other Miscellaneous supplies:	\$100								
<u>Total: \$225.</u>									
<p><u>Local travel</u></p> <p>Staff providing translation/ interpretation services</p>	<p style="text-align: right;">\$250.</p>								
TOTAL: \$2,624.	\$1,775								

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Accion Academy</u>	DBN: X341
Cluster Leader: Chris Groll	Network Leader: Debra Lamb
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on a two year budget plan we have determined to offer an integrated Saturday Academy and after school model. It was selected as a complementary and support program for our ELL students, because ACCION Academy currently only offers an after school program Monday-Thursday to all our students. The ESL teacher will also support the Saturday school program which will be held from January to March. By holding a Saturday school program we will also have the participation of parents. These integrated programs will enable enhanced ESL instructional programs to include student and parent engagement in added cultural activities.

The programs and activities were selected to align with our daily instructional program and provide enhanced instruction and academic integration for our ELL students. Our ELL students currently participate in some of our after school programs. The addition of this new after school program for our ELLs will provide added supports that our LEP students need in order to build their confidence in academic language as well as language skills such as fluency, comprehension, phonetic ability, writing and critical thinking. The academic support section of the Saturday school program is particularly structured to support our students and families who are struggling with academic and cultural inclusion. We also provide our students with enrichment and academic rigor through an online based learning program - Achieve3000. We will use a specially developed enhancement to this program that has been specifically designed for ELL's in both the after school and Saturday Academy Programs. The use of iPads in this program also enhances the learning experience. In addition to this online reading and literacy program, we also utilize the Rally Education Curriculum including the Essential Skills Workbook.

Grade levels 6 through 8 will be served and all ELL's are eligible. There are over 35 ELLs who may be served by this program. We have a large number of long term ELLs who will be well served by this academic offering.

The Saturday School program will be offered as soon as funds are made available and will run from January through March 2013. It will be held on Saturdays from 9 am to 12 noon.

The language of instruction will be English and the Lead Teacher is our current ESL Teacher, Mr. James Knox, who is TESOL certified.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Rationale: ACCION Academy provides an overall program of professional development opportunities to all pedagogues through a core philosophy that aims to expand opportunities for teachers to build leadership capacity, set professional goals and monitor progress, collaborate with other professionals around inquiry, planning and student learning, and targeted ELL focused workshops. These are additional opportunities for staff who deliver instruction to LEP students to build their professional practice through adult learning.

Specific professional development for staff responsible for delivery of instruction to LEP students shall include:

- Instructional planning sessions which examine assessment data and plan for differentiated lessons to our ELL population
- Reviewing resources and instructional strategies to be used in the after school and Saturday Academies
- Inquiry based discussions and work to identify challenges and make adjustments to programs
- Instructional planning sessions from 8:30 a.m.-9:30 a.m.
- Review of materials and collaboration on lesson plans

After school workshops on instructional strategies for supporting LEP students (3-4:30 p.m.) will be held. Workshop topics will include: LEP and NYSESLAT overview, instructional supports and strategies for ELL students.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Parent engagement activities will be incorporated into the after school and Saturday academy. It will include trips with students and parents to NY cultural sites, including the World Trade Center Memorial, Statue of Liberty & Ellis Island, and to selected Broadway plays including the Puerto Rican Traveling Theatre. An estimated 15 parents will go to 3 events each year. Parents will attend Saturday Academy classes with their children for an introduction to the trip, thus engaging in the activity and planning with their children.

Teachers and Parent Coordinator will provide instruction and supervision during trips. Parents will be notified in several ways: through letters and flyers home, through enrollment in the Saturday Academy and via phone calls by the parent coordinator. A calendar of these activities will be mailed to all ELL students homes.

Part E: Budget

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

Allocation Amount: \$22400

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$4,818	After school (Nov.-May). Once per week for 24 weeks X 2 hours. 48 Hrs @ \$50.19/Hr= \$2,409 = \$2,409. Saturday Academy: 2 teachers Twice per month for 3 months x 4 hours = 48 Hrs @ \$50.19/hr = 2,409.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$1,882	One year of added supplies and materials for the ESL students and classrooms. These will be purchased to supplement the existing materials on hand. Supplies will include

Part E: Budget

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

Allocation Amount: \$22400

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>materials.</p> <ul style="list-style-type: none"> • Must be clearly listed. 		<p>consumables (paper, pencils, manipulatives, directly used by our ELL students), as well as subscriptions to classroom magazines. \$682.</p> <p>Classroom books and materials will include class sets of books to be used in both Math and English including Vocabulary Focused Instruction.</p> <p>2 Sets of books (20 per set) \$600 and 1 set of workbooks (40 per set) to be purchased at an average cost of \$15 per book = \$600</p>
Educational Software (Object Code 199)		
Travel	\$1,300	Travel and admission costs to museums and cultural institutions including public museums, Broadway theatre, and NYC Cultural institutions. This will include up to 25 parents and students for 4 trips each per year at an average cost of \$25/trip = \$2,500/year.
Other	\$3,200	Purchase of 8 iPads for the use of after school and Saturday Academy class students, at \$400 each.
TOTAL	\$11,200	