

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** ACCION ACADEMY  
**DBN (i.e. 01M001):** 12X341  
**Principal:** NIKOLE BOOKER  
**Principal Email:** NBOOKER2@SCHOOLS.NYC.GOV  
**Superintendent:** RAFAELA ESPINAL  
**Network Leader:** KAMAL SALFARLIE

## 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Nikole Booker	*Principal or Designee	
Melissa Leuthner	*UFT Chapter Leader or Designee	
Madeline De LA Rosa	*PA/PTA President or Designated Co-President	
Maria Contreras	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Taquetta Lawrence	Member/ UFT/SLT Chairperson	
Michael Quick	Member/ UFT	
Selina Vicenty	Member/ Parent	
Audrey Nelson	Member/ Parent	
Demaris DeArmas	Member/ Parent	
Marc Perry	Member/ Parent	

\*\*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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 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**

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

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 2014 New York State Examination Period was 49%.

### **Instructional Strategies/Activities**

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

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

- Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration
- Teachers will use data to modify scope and sequence, core curriculum materials, and curriculum maps to ensure scaffolding, spiraling and re-teaching of key numeracy skills within curricula

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

- All teachers – explicit literacy across the curriculum instruction
- Instructional Coach (Teacher Incentive Fund – TIF)
- Math and Science teachers – explicit numeracy across the curriculum instruction as well as the creation of interdisciplinary connections through the STEM Department)
- ALEKS Math
- LearnBop Math – Web based Algebraic concepts and disaggregation of word problem tool
- Pearson Connected Math Program 3 Content Specialist
- Pearson Connected Math 3 Curriculum Materials
- Rally Education: NYS Rehearsal (CCLS aligned assessment tool)
- Cambridge Education
- CFN 410 – Targeted job embedded professional development support for improved literacy and numeracy instruction across the curriculum

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

- ALEKS Math will be implemented as a universal academic intervention tool for a minimum of 2 periods each week embedded within the school day. This time does not replace the Connected Math Program 3 curriculum, but will be used as a supplement to the identified instructional program.
- Principal and Assistant Principals will schedule dedicated time so that the STEM Department can examine the Connected Math Program 3, ALEKS Math, and LearnBop Math resources and plan the instructional program for each grade. Pearson Connected Math Program 3 Content Specialist, Instructional Specialists of CFN 410, Cambridge Education, Department Chair, Peer Instructional Coach, Assistant Principal, and Principal will facilitate the planning and adaptation of the Connected Math Program 3 materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
- Through the use of the following assessment tools Mathematics teachers within the STEM Department will review data to monitor student progress and performance further refining instructional strategies in order to meet the learning needs of focus students:
  - NYC DOE CCLS CMP3 aligned Baseline/Benchmark/End of Year Assessments
  - ALEKS Math Skills Based Assessment
  - Rally Education- Rally Rehearsal Assessment
- At our regularly scheduled STEM Department meetings student work samples will be analyzed through the use of protocols for CCLS gap analysis exercises, to monitor student comprehension, and to assist planning small group guided practice during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.
- Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration. Student instructional time has been increased to a minimum of 315 minutes per week across grade levels.

- Provide staff 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 through Rally Education Rehearsal (NYS Exam Simulation), and the NYC DOE CCLS CMP3 Benchmarks
- Provide staff with on-going professional development for 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. This work will take place during the Monday Professional Learning Time, as well as, through the Humanities and STEM Departmental Meetings on a weekly basis
- 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 are in place through the creation of the STEM and Humanities Departments to address instructional practice focused on explicit, guided numeracy and literacy skills instruction
- Writing across the curriculum implemented through the use of extended response questions; student self-reflection prompts; skills based/content focused timed writing activities, and the use of graphic organizers focused on the disaggregation of conceptually based math word problems
- Provide the opportunity for grade 8 students to engage in accelerated coursework through the implementation of an NYS Integrated Algebra Regents class
- PD plan will be adjusted as required & students outcomes tracked

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

September 2014 – June 2015

- Throughout the academic year the following assessments will be provided to students to monitor progress and achievement:
- NYC DOE CCLS CMP3 aligned Baseline/Benchmark/End of Year Assessments
- ALEKS Math Skills Based Assessment
- Rally Education- Rally Rehearsal Assessment
- Formative, Interim, and Summative Assessments
- Implementation of LearnBop Math instructional supports
- Implementation of ALEKS Math program for differentiated, adaptive technology based mathematics instruction
- On-going professional development in the areas of: Writing Across the Curriculum, Math Literacy, the use of graphic organizers focused on the disaggregation of conceptually based math word problems, math vocabulary in context

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

1. Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration
  - Provide structured time for teachers to plan across grade levels and content areas focused on the effective use of data to drive instruction
  - Interdisciplinary teacher teams will be created to address instructional practice focused on explicit, guided numeracy and literacy skills instruction through interdisciplinary practice between the Mathematics and Science content areas
  - 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
2. 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
  - Provide staff with professional development the effective analysis of data and utilization to drive instruction
  - 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)

***Strategies to Increase Parental Involvement***

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

- 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

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, 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**

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

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 2014 New York State Examination Period was 61%.

### **Instructional Strategies/Activities**

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will use data to modify core curriculum, and school created curriculum maps to ensure scaffolding, spiraling and re-teaching of key literacy skills within curricula
- Increased rigor in English instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration. Student instructional time in ELA has been increased to a minimum of 315 minutes per week across grade levels.
- Provide staff 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 through Rally Education Rehearsal (NYS Exam Simulation), Acuity, Level Set (Achieve 3000 Lexile based assessment)
- Involvement in the Middle School Quality Initiative will provide an opportunity to engage students in targeted reading comprehension instruction, with a focus on academic vocabulary in context as well as literacy across the curriculum
- Through MSQI the following academic structures are provided:
  - Strategic Reading Period
  - Wilson/Just Words Reading Comprehension Development
  - Word Generation – contextually based academic vocabulary instruction
  - Participation in the Lincoln Center Institute Theater Program
- Provide staff with on-going 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. This work will take place during the Monday Professional Learning Time, as well as, through the Humanities and STEM Departmental Meetings on a weekly basis
- Teachers 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. The following identifies the average number of instructional minutes through which co-teaching is employed across content areas and grade levels for the 2014-2015 academic year:
  - Cross Content General Education Push-In (ELA/History) = 315 minutes per week
  - Special Education Services (ELA) = 260 minutes per week
  - ESL (ELA) = 260 minutes per week
- Increased opportunities to engage in writing and reading extensions and supports through the following stand-alone courses:
  - Writing Workshop = 120 minutes per week
  - Strategic Reading Workshop/Wilson Reading = 180 minutes per week
- Writing across the curriculum implemented through the use of extended response questions; student self-reflection prompts; skills based/content focused timed writing activities

#### **2. Key personnel and other resources used to implement each strategy/activity**

- All teachers – explicit literacy across the curriculum instruction

- English and Social Studies Teachers - creation of interdisciplinary connections through the Humanities Department
- Instructional Coach (Teacher Incentive Fund – TIF)
- Teacher Mentor
- Achieve 3000
- Community Word Project – Writing Workshop
- Wilson Reading
- Scholastic Code X
- Middle School Quality Initiative – Lincoln Center Institute
- Middle School Quality Initiative – Word Generation
- Rally Education: NYS Rehearsal (CCLS aligned assessment tool)
- Cambridge Education
- CFN 410 – Targeted job embedded professional development support for improved literacy instruction

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

- Achieve 3000 will be implemented as a universal academic intervention tool for a minimum of 2 periods each week embedded within the school day. This time does not replace the Codex and school created curricula, but will be used as a supplement to identified instructional programming.
- Through the use of the following assessment tools English teachers within the Humanities Department will review data to track students further refining instructional strategies in order to meet the learning needs of focus students:
  - NYC DOE CCLS Baseline/Benchmark/End of Year Assessments
  - NYC DOE ELA MOSL Baseline/Benchmark/End of Year Assessments
  - MSQI Degrees of Reading Power (DRP) Assessments
  - Achieve 3000 - LevelSet Lexile Assessment
  - Rally Education- Rally Rehearsal Assessment
- Principal and Assistant Principals will schedule dedicated time so that the Humanities Department can examine the Achieve 3000 and Code X resources and plan the instructional program for each grade. Department Chair, Peer Instructional Coach, Assistant Principal, and Principal will facilitate the planning and adaptation of the Code X and Achieve 3000 materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
- At our regularly scheduled Humanities Department meetings student work samples will be analyzed through the use of protocols for CCLS gap analysis exercises, to monitor student comprehension, and to assist planning small group guided practice during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.
- PD plan will be adjusted as required & students outcomes tracked

### **4. Timeline for implementation and completion including start and end dates**

September 2014 – June 2015

- Throughout the academic year the following assessments will be provided to students to monitor progress and achievement:
  - NYC DOE CCLS Baseline/Benchmark/End of Year Assessments
  - NYC DOE ELA MOSL Baseline/Benchmark/End of Year Assessments
  - MSQI Degrees of Reading Power (DRP) Assessments
  - Achieve 3000 - LevelSet Lexile Assessment
  - Rally Education- Rally Rehearsal Assessment
- Implementation of Achieve 3000 instructional supports
- Implementation of MSQI Word Generation
- MSQI Strategic Reading Period/Reading Workshop
- Implementation of MSQI Lincoln Center Institute – Theater Project
- Implementation of Community Word Project – Creative Writing Residency\
- On-going professional development in the areas of: Writing Across the Curriculum, Literacy Across the Curriculum, Curriculum Gap Analysis, Looking at Student Work, Using Data to Drive Instruction, etc.

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

1. Increased rigor in ELA instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration

- Provide structured time for teachers to plan across grade levels and content areas focused on the effective use of data to drive instruction
  - Interdisciplinary teacher teams will be created to address instructional practice focused on explicit, guided literacy skills instruction through interdisciplinary practice between the ELA and Social Studies content areas
  - 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
2. 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
- Provide staff with professional development the effective analysis of data and utilization to drive instruction
  - 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)

**Strategies to Increase Parental Involvement**

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

- 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

**Budget and Resource Alignment**

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

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

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, the school-wide component averages of Danielson Framework Competencies 1e will increase by 10%. Additionally, teachers will be able to articulate student learning needs based on qualitative and/or quantitative data as evidenced by an increase in data based curricular decisions, lesson plans, and student work products.

#### **Comprehensive Needs Assessment**

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

This goal has been identified as an area of improvement based on the 2014 NYC Department of Education Advance Measures of Teacher Practice domain component averages, as well as, student progress and performance outcomes on the 2014 ELA/Math New York State Performance Examinations.

#### **Instructional Strategies/Activities**

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

##### **1. Strategies/activities that encompass the needs of identified subgroups**

- Faculty and Grade Level Team meetings focused on student progress and performance data analysis to make key decisions to enhance school-wide instruction, lesson/unit planning, and academic intervention planning
- Implementation of the Datacation/Skedula system to monitor and track in class formative and summative student performance data
- Implementation and analysis of universal assessment data such as Rally Rehearsal, ALEKS Math, LearnBop Math, and Achieve 3000 LevelSet to identify instructional implications, creation of embedded academic intervention supports, and an identification of best practices to support how Accion Academy students learn best
- Engage in collegial discussions on student work outcomes using protocols and lesson studies from Common Core aligned Unit Tasks within the Code X and CMP3, as well as, formative and summative assessments to further inform instructional practice, design coherent lessons focusing on the following critical attributes:
  - Learning activities are matched to instructional outcomes
  - Activities provide opportunity for higher-level thinking
  - Appropriately challenging materials and resources are provided to students based on formative and interim student progress data
  - Instructional student groups are data based and organized thoughtfully to maximize learning and build on students' strengths
- Reviews multiple measures to assess the necessity for programmatic changes to support increased embedded academic intervention services. Through the analysis of data from multiple measures including formative, benchmark, and summative assessments the following instructional initiatives will be implemented and monitored for student progress:
  - Math Literacy units of study focusing on disaggregation of word problems, explicit math skills based instruction, and math vocabulary in context
  - grades 6 and 7 were in need of a Strategic Reading Period/Reading Workshop course employing the expertise of grade level English teachers to provide direct instruction to students in reading comprehension and explicit vocabulary instruction. Review of multiple measures is On-going to inform instructional practice.
  - Implementation of Writing Workshop course focusing on the mechanics of writing, as well as, informational text annotation and analysis
  - Skill of the Week creation and implementation specific to each content area and corresponding grade level

##### **2. Key personnel and other resources used to implement each strategy/activity**

- Cambridge Education – Targeted job embedded professional development focused on using data to drive instructional outcomes, and increased student engagement through effective planning
- CFN 410 – Targeted job embedded professional development support for increased pedagogical efficacy aligned to Charlotte Danielson Framework for Effective Teaching
- All teachers – explicit literacy across the curriculum instruction
- Instructional Coach (Teacher Incentive Fund – TIF)
- Teacher Mentor
- Datacation/SKEDULA

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

1. Increased level of data aligned instructional planning

- 2. 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**
- Provide staff with professional development the effective analysis of data and utilization to drive instruction
  - 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)

**4. Timeline for implementation and completion including start and end dates**

September 2014-June 2015

On-going professional development and support in the areas of:

- Looking at student work through a CCLS lens
- Use of structured protocols focused on looking at student work
- Using data to drive effective classroom instruction
- Effective gap analysis focusing on CCLS aligned curriculum maps and core curriculum materials
- Identification of best instructional practices as aligned to Charlotte Danielson Framework for Effective Teaching specific to competency 1e and the corresponding competencies of 3c, and 3d

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

- Increased level of data aligned instructional planning
- 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
- Provide staff with professional development the effective analysis of data and utilization to drive instruction
- 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

**Strategies to Increase Parental Involvement**

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

- 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

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

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### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**

6.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – Tier 1</li> <li>• Achieve 3000 – Tier 1</li> <li>• Writing Workshop – Tier 1</li> <li>• Non-cognitive Interventions: Test Taking Skills – Tier 1</li> <li>• Non-cognitive Interventions: Organizational Skills – Tier 1</li> <li>• Writing Workshop: Community Word Project – Tier 2</li> <li>• Writing Workshop: Lincoln Center Institute – Tier 2</li> <li>• Lunch &amp; Learn Small Group Tutoring: Tier 2</li> <li>• Wilson Reading: Reading Workshop – Tier 3</li> <li>• Afterschool Small Group Tutoring – Tier 3</li> <li>• Saturday Academy – Tier 3</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – school wide</li> <li>• Achieve 3000 – school wide</li> <li>• Writing Workshop – school wide</li> <li>• Non-cognitive Interventions: Test Taking Skills – school wide</li> <li>• Non-cognitive Interventions: Organizational Skills – school wide</li> <li>• Writing Workshop: Community Word Project – grade 7 &amp; 8</li> <li>• Writing Workshop: Lincoln Center Institute – grade 6</li> <li>• Lunch &amp; Learn Small Group Tutoring: tutoring</li> <li>• Wilson Reading: Reading Workshop – small group</li> <li>• Afterschool Small Group Tutoring – small group</li> <li>• Saturday Academy – small group</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – during the school day</li> <li>• Achieve 3000 – during the school day, after school</li> <li>• Writing Workshop – during the school day</li> <li>• Non-cognitive Interventions: Test Taking Skills – during the school day</li> <li>• Non-cognitive Interventions: Organizational Skills – during the school day</li> <li>• Writing Workshop: Community Word Project – during the school day</li> <li>• Writing Workshop: Lincoln Center Institute: during the school day</li> <li>• Lunch &amp; Learn Small Group Tutoring: during the school day</li> <li>• Wilson Reading: Reading Workshop – during the school day</li> <li>• Afterschool Small Group Tutoring – afterschool</li> <li>• Saturday Academy – afterschool</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – Tier 1</li> <li>• Non-cognitive Interventions: Test Taking Skills – Tier 1</li> <li>• Non-cognitive Interventions: Organizational Skills – Tier 1</li> <li>• Math Literacy Workshop – Tier 2</li> <li>• ALEKS Math – Tier 2</li> <li>• LearnBop Math – Tier 2</li> <li>• Lunch &amp; Learn Small Group Tutoring – Tier 2</li> <li>• Afterschool Small Group Tutoring – Tier 3</li> <li>• Saturday Academy – Tier 3</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – school wide</li> <li>• Non-cognitive Interventions: Test Taking Skills – school wide</li> <li>• Non-cognitive Interventions: Organizational Skills – school wide</li> <li>• Math Literacy Workshop – school wide</li> <li>• ALEKS Math – school wide</li> <li>• LearnBop Math – school wide</li> <li>• Lunch &amp; Learn Small Group Tutoring – small group</li> <li>• Afterschool Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Scaffolding – during the school day</li> <li>• Non-cognitive Interventions: Test Taking Skills – during the school day</li> <li>• Non-cognitive Interventions: Organizational Skills – during the school day</li> <li>• Math Literacy Workshop – during the school day</li> <li>• ALEKS Math – during the school day, after school</li> <li>• LearnBop Math – during the school day, after school</li> </ul>

		<ul style="list-style-type: none"> <li>Tutoring – small group</li> <li>Saturday Academy – small group</li> </ul>	<ul style="list-style-type: none"> <li>Lunch &amp; Learn Small Group Tutoring – during the school day</li> <li>Afterschool Small Group Tutoring – after school</li> <li>Saturday Academy – after school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – Tier 1</li> <li>Non-cognitive Interventions: Test Taking Skills – Tier 1</li> <li>Non-cognitive Interventions: Organizational Skills – Tier 1</li> <li>Achieve 3000 (E-Science) – Tier 1</li> <li>Lunch &amp; Learn Small Group Tutoring – Tier 3</li> <li>Afterschool Small Group Tutoring – Tier 3</li> <li>Saturday academy – Tier 3</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – school wide</li> <li>Non-cognitive Interventions: Test Taking Skills – school wide</li> <li>Non-cognitive Interventions: Organizational Skills – school wide</li> <li>Achieve 3000 (E-Science) – small group</li> <li>Lunch &amp; Learn Small Group Tutoring – small group</li> <li>Afterschool Small Group Tutoring – small group</li> <li>Saturday academy – small group</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – during the school day</li> <li>Non-cognitive Interventions: Test Taking Skills – during the school day</li> <li>Non-cognitive Interventions: Organizational Skills – during the school day</li> <li>Achieve 3000 (E-Science) – during the school day</li> <li>Lunch &amp; Learn Small Group Tutoring – during the school day</li> <li>Afterschool Small Group Tutoring – after school</li> <li>Saturday academy – after school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – Tier 1</li> <li>Non-cognitive Interventions: Test Taking Skills – Tier 1</li> <li>Non-cognitive Interventions: Organizational Skills – Tier 1</li> <li>Extended Day – 37.5 minutes</li> <li>Lunch &amp; Learn Small Group Tutoring – Tier 3</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – school wide</li> <li>Non-cognitive Interventions: Test Taking Skills – school wide</li> <li>Non-cognitive Interventions: Organizational Skills – school wide</li> <li>Lunch &amp; Learn Small Group Tutoring – small group</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Scaffolding – during the school day</li> <li>Non-cognitive Interventions: Test Taking Skills – during the school day</li> <li>Non-cognitive Interventions: Organizational Skills – during the school day</li> <li>Lunch &amp; Learn Small Group Tutoring – during the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Small group</li> <li>One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>During the school day</li> <li>After school</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Assistant Principal will work closely with network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.</li> <li>• Principal and Assistant Principal will hold workshops on how to apply for their professional license and complete necessary paperwork.</li> <li>• All teachers will engage in a minimum of 4 cycles of in school inter-visitation to engage in meaningful pedagogical feedback conversations, and sharing of best practices.</li> <li>• New teachers meet weekly with school based mentors to discuss professional responsibilities and the use of the Danielson Framework to inform pedagogical practice.</li> <li>• Participation in the Teachers Incentive Fund (TIF) which provides a career ladder for veteran teachers who show specific promise in the areas of pedagogy and teacher leadership. There has been the creation of four positions within the TIF Program (2 Peer Instructional Coaches, and 2 Demonstration Teachers). Selected teachers receive monthly professional development in the areas of leadership, Danielson Framework, and peer based coaching from TIF Program representatives namely the TIF Teacher Team Leader assigned to the school.</li> <li>• Principal, Assistant Principal, and TIF Peer Instructional Coaches will provide targeted professional development for teachers during the weekly departmental meetings and professional learning periods focused on the Danielson Framework.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Art teacher will attend the NYC DOE Central two day training on Aligning the Arts to the CCSS</li> <li>• All teachers will attend professional development offerings focused on CCLS curriculum alignment, and gap analysis provided by CFN 410</li> <li>• Classroom teachers will be provided with targeted in school professional learning opportunities focused on Pearson CMP 3, Scholastic Code X, and the Middle School Quality Initiative</li> <li>• ELA and Social Studies Teachers will have three consultation days working with an Achieve 3000 Program Specialist focused on data analysis and pedagogical practices using the program.</li> <li>• Math and Science Teachers will have three consultation days working with an ALEKS Math, and LearnBop Program Specialist focused on data analysis and pedagogical practices using the programs representative.</li> <li>• Science/ESL/Special Education teachers will attend three professional development offerings in the areas of content focus provided by CFN 410 and Cluster 4.</li> <li>• All teachers will attend monthly professional learning opportunities facilitated by Cambridge Education, CFN 410, the Principal, Assistant Principal, and/or TIF Peer Instructional Coaches to support improved pedagogical practice aligned to the Danielson Framework, CCLS instructional shifts and improved student achievement outcomes.</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Dually certified ESL/Common Branch teacher is funded with FSF</li> <li>• Per session for teachers is being funded by Title I/FSF/AIDP/MSQI</li> </ul>

- Books, materials, and supplies and PD sessions are being funded by FSF and Title I
- Achieve 3000 Software is funded by Title I
- ALEKS Math Software is funded by Title I
- Rally Education – Rehearsal Assessment is funded by FSF

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

- Classroom teachers devised a task for each unit of study to be able to assess all students' strengths and weaknesses within the reading comprehension and writing CCLS. The differentiated instructional, web-based Achieve 3000 program assessment, LevelSet will be used, to determine Lexile levels as well as the stretch question embedded within the Achieve 3000 daily lesson to close the gaps providing extensions and supports within the individual student's learning. Achieve 3000 provides the professional development for the use of the stretch question to support improved writing performance. Additionally, through the use of the Rally Education ELA Rehearsal assessment teachers are able to engage in an item skills analysis focusing on key literacy skills providing an opportunity for spiraling and re-teaching.
- Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCLS and CMP3 curriculum. These critical areas enable teachers to close the gaps within the individual student's learning. The teachers utilize the ALEKS Math program and corresponding assessment to determine students' present levels of performance in mathematics. Through this differentiated instructional, web-based program students are provided with extensions and supports for improved numeracy performance. This year we will also implement the use of LearnBop Math, a web-based program, to assist in the improvement of student comprehension of key algebraic concepts, and disaggregation of word problems. Additionally, through the use of the Rally Education Math Rehearsal assessment teachers are able to engage in an item skills analysis focusing on key literacy skills providing an opportunity for spiraling and re-teaching.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Accion Academy, 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. Accion Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

12X341 Accion Academy, 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 1<sup>st</sup> 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.

**DBN: 12X341**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$152,173.89	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,186,799.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>341</b>
School Name <b>Accion Academy</b>		

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

Principal <b>Nikole Booker</b>	Assistant Principal <b>Karen Croft</b>
Coach <b>Jennifer Ortiz</b>	Coach
ESL Teacher <b>Sarah Kim</b>	Guidance Counselor <b>Carmen Arevalo</b>
Teacher/Subject Area <b>Melissa Leuthner</b>	Parent <b>Damaris De Armas</b>
Teacher/Subject Area	Parent Coordinator <b>Rafelina Aponte</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>177</b>	Total number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>15.82%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

K  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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<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>														
Push-in							14	6	8					28
Pull-out							14	6	8					28
<b>Total</b>	0	0	0	0	0	0	28	12	16	0	0	0	0	56

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5		1	13		4	10		6	28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>28</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

\*EP=English proficient student

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

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

**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							14	2	7					23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	1	1					6
Intermediate(I)							6	1	3					10
Advanced (A)							4	3	5					12
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							4	1	1				

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	1			13
7	3	2			5
8	9				9
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	14								14
7	3		2						5
8	9								9
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		5		9		1		22
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Accion Academy 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 Skedula-Datacatation, ARIS, and ATS, as well as, in class assessments. Additionally, we use the web based, differentiated, instructional literacy tool, Achieve 3000. The corresponding Assessment, LevelSet, provides Accion Academy

with the Lexile Levels of students to provide targeted, levelled supports in literacy and language acquisition. 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data pattern showcases that Accion Academy's ELL students have a tendency to remain at the Intermediate and Advanced proficiency levels. This directly impacts ELL student performance on NYS ELA and Math Exams. Despite the Advanced proficiency levels of several ELL students as per the four modalities of reading, writing, speaking, and listening there were no ELL students scoring a level 3 or higher on the NYS performance exam for ELA or Math.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data has driven our instructional decisions in that it has led to the changes in our academic program to encompass the blended learning model of push in [collaborative teaching], pull-out, and technology supports. By continuing the emphasis on both numeracy and literacy, while increasing instructional time and interventions Accion Academy seeks to diversify instructional supports used in the classroom. Another area of intervention that was is the mock trial program, which focuses on 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.

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

The school is learning that there is a greater need for explicit vocabulary instruction, and targeted, skills based writing instruction that must be provided to students. Where possible students are able to complete tasks within the various content areas using their native language and translate using native language to english dictionaries as support.

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

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are provided with native language materials, where possible, to use along side classroom materials for support. Additionally, ELL students are provided with ipads to assist in the translation of content through dictionaries or key instructional programs with translation components such as ALEKS Math and Achieve 3000.

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

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Accion Academy evaluates the success of our program for ELL's using various data points, namely ELL performance progress on the NYS ELA and Math exams as measured by the NYC Department of Education Progress Report, increased lexile levels of ELL students as measured by the Achieve 3000 LevelSet assessment tool, increased student performance on the NYS performance exams for ELA and math, as well as, increased number of ELL students who are able to positively move along the continuum of NYSESLAT proficiencies eventually testing out of the ELL program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 6 teachers and aides who are bilingual: English/Spanish which constitutes one quarter of our staff. 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.
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.  
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
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.
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.  
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. All documents and conversations adhere to Accion Academy's Language Translation and Interpretation Policy. As such, native language translation and interpretation services are provided to families who are in need of said supports.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The only option which our parents have chosen over the past three years has been the freestanding ESL Program, 100%. In previous years it appears that this was also the chosen option.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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: 601, 701, 801. The school operates on a 62 minute Block Schedule. ESL Instruction is largely accomplished through the Push-In model - typically in their ELA classes.

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)?

Beginner and Intermediate students are provided with 6 Blocks per week of un-graded Pull-Out ELL support, while Advanced students are provided with 1 block per week of un-graded Pull-Out ELL support. The remaining number of minutes per student is provided through Push-In [co-teaching] within the ELA classes according to students' homeroom groupings, i.e. 601, 701, and 801, as Accion Academy's ELL students are grouped across proficiency levels.

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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Acción Academy's content areas follow all Common Core Learning Standards and are aligned with data from the previous, as well as, the 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.

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

Exams are ordered in the Native Language of ELL students annually.

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

The focus on the four modalities of reading, writing, listening, and speaking is the foundation of all student work products within all content areas. ELL students are provided with targeted skills based instruction focused on increasing literacy and numeracy through timed writing tasks, explicit vocabulary support, use of graphic organizers and visual aids to support greater levels of content comprehension, and the use of technology to provide audio/visual experiences to engage multiple intelligence modalities where possible.

6. How do you differentiate instruction for ELL subgroups?

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

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. Newcomer students are similarly monitored initially and provided with extra help and interventions as appropriate. Current Newcomers have been integrated into their respective classes and most have caught up to their peers. The overwhelming majority of ELLs at Accion Academy are Advanced or 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Due to the fact that much of the teaching at Accion Academy 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. Through the use of the core curriculum materials of Scholastic Code X and Pearson's Connected Math Program 3 students are provided with targeted, scaffolded, skills based instruction to improve literacy and numeracy comprehension. 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 literacy program Achieve 3000 and the numeracy program ALEKS Math. Both programs have enabled many long term ELLs to focus their numeracy, reading and ultimately writing skills such that their writing abilities have shown definite improvement. Through these web based, differentiated instructional, adaptive technology programs ELL and Former ELL students are able to engage in targeted literacy and numeracy instruction focused on informational texts and extended responses to improve language acquisition, numeracy, fluency, and reading comprehension.

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

At Accion Academy ELL-SWD students are also provided with targeted skills based instruction focused on increasing literacy and numeracy through timed writing tasks, explicit vocabulary support, use of graphic organizers and visual aids to support greater levels of content comprehension, and the use of technology to provide audio/visual experiences to engage multiple intelligence modalities where possible. As many of our ELL-SWD students are at the Beginner or Intermediate levels our ELL-SWD students receive Pull-Out services to support targeted language acquisition skills.

### 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:			

### 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

Social Studies:				
Math:				
Science:				

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

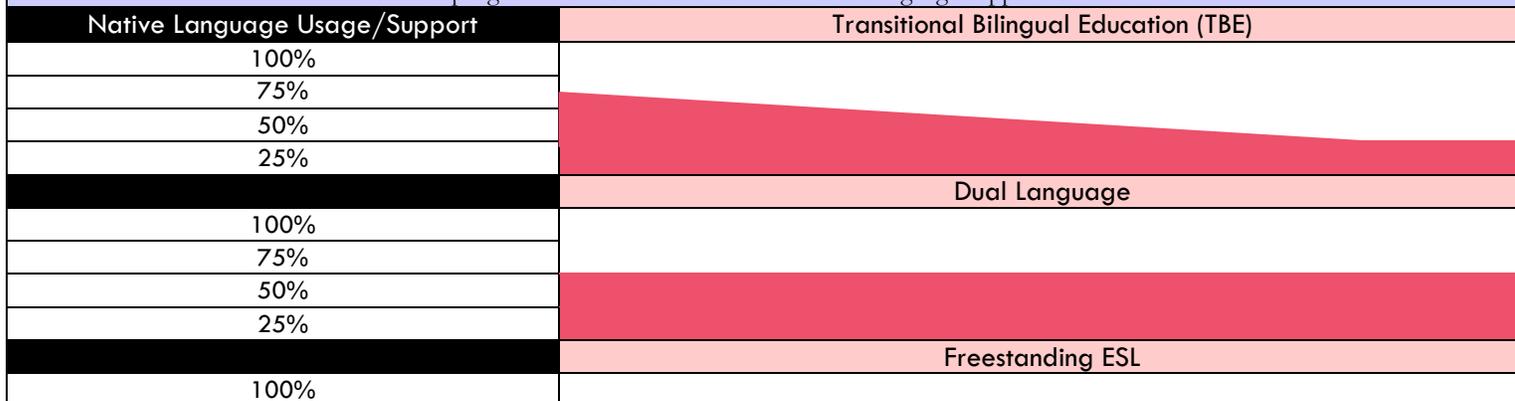
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

Accion Academy provides targeted academic intervention within ELA and Math for ELL's through the use of the literacy program Achieve 3000 and the numeracy program ALEKS Math. Both programs have enabled many long term ELLs to focus their numeracy, reading and ultimately writing skills such that their writing abilities have shown definite improvement. Through these web based, differentiated instructional, adaptive technology programs ELL and Former ELL students are able to engage in targeted literacy and numeracy instruction focused on informational texts and extended responses to improve language acquisition, numeracy, fluency, and reading comprehension. Additionally, both programs provided for the full translation of all instructional material into Spanish, the primary language of the majority of our ELL students.

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

The effectiveness of Accion Academy's current program has leveraged an increase in ELL growth percentile in ELA to 38.2%, in Math to 44.1%, and an overall increase in English Language Learner Progress to 37.9% for the 2012-2013 academic year as per the 2012-2013 NYC Department of Education Progress Report. Additionally, there has been an increase in the average lexile levels of ELL students from 520 to 925 during the 2012-2013 academic year.

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

The new program that has been implemented this year to address ELL students is the ALEKS Math program. This web based, differentiated instructional, adaptive technology program focuses on ELL and Former ELL students encouraging them to engage in targeted numeracy instruction focused on computation, comprehension of mathematical concepts, and extended responses to improve language acquisition, numeracy, fluency, and reading comprehension.

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

Not applicable

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

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. ELL students are integrated into all aspects of Accion Academy student life. ELL students participate in a host of activities that are open to all students, including but not limited to Beyond the Bell Afterschool activities (i.e., Chess, Basketball, Cooking Club, Book Club, Golf, etc.), Student Congress, and Cornell University Cooperative Extension nutrition workshops.

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

Accion Academy currently uses NYC Department of Education Core Curriculum materials from Scholastic's Code X, and Pearson's Connected Math Program 3. As an academic interventions support ELL students use the literacy program Achieve 3000 and the numeracy program ALEKS Math. Both programs have enabled many long term ELLs to focus their numeracy, reading and ultimately writing skills such that their writing abilities have shown definite improvement. Through these web based, differentiated instructional, adaptive technology programs ELL and Former ELL students are able to engage in targeted literacy and numeracy instruction focused on informational texts and extended responses to improve language acquisition, numeracy, fluency, and reading comprehension. Additionally, both programs provided for the full translation of all instructional material into Spanish, the primary language of the majority of our ELL students. The technology utilized includes: SmartBoards, netbooks, and iPads.

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

In the ESL program, a language-rich environment is created for the ELLs to increase exposure to print and language such as bilingual dictionaries, posters/charts, interactive word wall, and books and reference materials. During instructional conversations, the beginning ELLs are encouraged to form, express, and share knowledge learned in their native language in order to make students comfortable enough to participate and work with others. In addition, group work and partnership take place in order to promote social and academic language development in the English language. Students are also allowed to use bilingual dictionary to help them better understand the content vocabulary, if needed. Students' background such as their culture, language, and prior experiences are embedded in the lessons to promote real world connections. Visual and graphic supports are also provided to assist them in accessing and constructing meaning in concrete ways.

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

The ESL program is structured so that the Beginners, Intermediates, and Advanced ELLs in all grade levels receive differentiated (multi-entry level points) content-based instruction and assessment with appropriate linguistic, graphic, and visual support, which engage them in higher-level thinking. Every ELL receives grade-level materials with some modifications that are appropriate and challenging to them in speaking, reading, writing, and listening. Therefore, the ELLs are assessed by using classroom and large-scale

assessments in order to monitor students' growth and performance in the English language and literacy development.

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

Newly admitted ELL students are monitored by the ESL coordinator, Parent Coordinator, Guidance Counselor, and Student Life Coordinator. These students are provided with extra help and interventions as appropriate. This strategy has helped students to better integrate into their respective classes and begin to create relationships with their peers. The overwhelming majority of ELLs at Accion Academy are Advanced or 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. Various activities are planned throughout the year for ELL students including but not limited to cultural trips (i.e. Museum el Barrio), heritage celebration activities

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable

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

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

The ESL Teacher will be provided with external professional development on a monthly basis through BETAC or CFN 410. 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.

### D. Parental Involvement

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

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.

Computer literacy, ESL and Pathways to Citizenship sessions for parents will be held to provide targeted support . Other specific dates and topics are not yet confirmed. Additionally, our School Leadership Team and Parent Association provides information and support for ELL parents . Accion Academy's Parent Coordinator through the Parent Association coordinates surveys and reviews of parent activities. It was through this review of parent wants and needs that the computer and Pathways to Citizenship sessions were conceived.

### **E. Additional Information**

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

Paste response to question here:

School Name: Accion Academy

School DBN: 12X341

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nikole Booker	Principal		11/6/13
Karen Croft	Assistant Principal		11/6/13
Rafelina Aponte	Parent Coordinator		11/6/13
Sarah Kim	ESL Teacher		11/6/13
Damaris De Armas	Parent		11/6/13
Melissa Leuthner	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		1/1/01
Jennifer Ortiz	Coach		11/6/13
	Coach		1/1/01
Carmen Arevalo	Guidance Counselor		11/6/13
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 12X341 School Name: ACCION ACADEMY

Cluster: 4 Network: 410

**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.

The Principal, Assistant Principal, and ESL Coordinator held targeted conversations and meetings with the Administrative Team, School Leadership Team, several Teachers, the Parent Coordinator and various office staff to assess the perceived language translation and interpretation needs of the school. Additionally, Home Language Survey data was collected and analyzed to identify the translation needs of Accion Academy's families

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.

Our major findings pointed to a need for oral and written translation services in the school. Most of our students who speak a foreign language are bilingual (and many speak more than two languages), however we do have a population of Spanish speaking parents who are monolingual and do not speak English. We will focus our translation services on two languages, Spanish, and French, and thus cover 100% of our student's families. The largest need for translation services is in person and on the telephone. Translation services in Spanish will cover all of our monolingual families.

## 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.

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

The school requires written translation services in Spanish, and French. Notices, information and other written documents are disseminated regularly to our students and parents. For those families who need this information in a second language, we will provide a written translation of the information and notices.

We currently have adequate staff capable of providing written translation services in both languages. At least six to seven staff members can provide written Spanish translation services. we will be able to utilize existing staff to provide timely translation of written documents into Spanish.

Office and administrative staff will assess all documents that are to be disseminated to our families to determine the need for translation services. The Principal and her administrative team will then obtain timely translation of such documents from our staff. In addition, if needed, we will utilize translation service organizations for large or bulk jobs, such as large documents, manuals and other needs.

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.

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.

The school currently requires oral translation services in one language: Spanish. For those families who need translation in a second language,

we will identify an outside contractor to provide translation support.

We currently have 6 staff members who are capable of providing oral translation services in Spanish. Thus, we will be able to utilize existing staff to provide timely translation in Spanish. Office and administrative staff will continually assess our family's needs in this area. The Principal and her administrative team will obtain timely translation of documents from our staff and/or a contracted translation vendor.

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>.

A. Accion Academy will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will provide parents with the translated versions of the Bill of Parent Rights and Responsibilities, in the covered languages, which are available at:

<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>

B. Accion Academy will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We will download and post these translated signs, in the covered languages, which are available at:

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. Accion Academy's school safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. At Accion Academy parents of more than 10% of the children who speak a primary language that is neither English nor a covered language, will receive services from the Translation and Interpretation Unit to provide support and translation into such language of the signage and forms required.

E. At Accion Academy parents will be provided with The New York City Department of Education's website which shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.