

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X341

School Name:

ACCION ACADEMY

Principal:

VICTOR FRIAS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: ACCION Academy School Number (DBN): 12X341
Grades Served: 6-8
School Address: 1825 Prospect Avenue, Bronx, NY 10457
Phone Number: 718-294-0514 Fax: 718-294-3869
School Contact Person: Dr. Victor Frias Email Address: vfrias@schools.nyc.gov
Principal: Dr. Victor Frias
UFT Chapter Leader: Melissa Leuthner
Parents' Association President: Alma Cintron
SLT Chairperson: Taquetta Lawrence
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Selina Vicenty
Student Representative(s):

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY 10460
Superintendent's Email Address: Respina@schools.nyc.gov
Phone Number: (718)328-2310 Fax: (718)542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462 / One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718)828-7776 / (718)741-8895 Fax: (718)828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Victor Frias	*Principal or Designee	
Melissa Leuthner	*UFT Chapter Leader or Designee	
Alma Cintron	*PA/PTA President or Designated Co-President	
Maria Contreras	DC 37 Representative (staff), if applicable	
Denise Melendez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Taquetta Lawrence	Member/	
Michael Quick	Member/	
Selina Vicenty	Member/	
Mara Rivera	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

ACCION Academy is a small middle school entering its 12th year serving 158 students in grades 6-8. The school population comprises 30% Black, 65% Hispanic, 2% White, and 1% Asian students. The student body includes 16% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 87.0%

School Characteristics:

Our school was founded on a unique vision of promoting social action as a means of empowering students to become pro-active leaders and learners in the 21st century. We believe that students will inherit a world of challenges and unprecedented global issues that will need to be addressed. Therefore, we strive to provide an environment that teaches students civics, leadership, activism, social engagement and goal oriented achievement in a way that aligns with Common Core Learning Standards and key best practices focused on the ways in which students learn best.

ACCION Academy's focus on meaningful instructional practice and inclusive classrooms is ambitious and is also a part of our core values. We believe that high achievement is attained through our emphasis on encouraging our students to think and perform at their highest capacities, encouraging our students to make connections between learned content and the world around them (the activation of schema: text to text, text to self, and text to world connections), and encouraging our students think critically. Additionally, we aim to build a culture of inclusion of all learners regardless of their present levels of performance while encouraging success for all members of our community.

Collaborations & Partnerships:

Although we are a small school, we have great ambition and a sense of determination to develop a school fit for the challenges of the 21st century. Our schedule is based on a 5-block day (62 minutes per instructional block), with targeted enrichment and academic intervention opportunities embedded within the academic day. Students have the opportunity to engage in accelerated coursework including NYS Algebra Regents, Reading and Writing Workshops, and Math Labs. To enrich our learning environment, we provide our students with diverse opportunities to expand their social-emotional, artistic, athletic, and civic abilities through our partnerships with PHIPPS Community Development Corporation, Lincoln Center Institute's Theater Program, Community Word Project, PENCIL, New York Junior Tennis League, and Learning Through an Expanded Arts Program (LEAP).

At ACCION Academy, our professional development structure is based on the belief that adults learn best through collaboration, inquiry, and problem based experiential learning. Educators are encouraged to engage in meaningful conversations about students within their charge to identify and share instructional best practices. With a focus on the educational competencies of targeted skills based learning, opportunities to engage in accountable talk, student choice in demonstrating learned content within CCLS aligned tasks, and providing opportunities to engage in self-reflection and goal setting, ACCION Academy provides students with foundational supports on which they are able to grow academically and socio-emotionally. To further support teacher development and the building of adult capacity to effectively engage ACCION Academy students in our educational competencies of focus we have partnered with Cambridge Education, NYC Leadership Academy, and the NYC Department of Education Teachers Incentive Fund.

Special Student Populations/Needs

Currently, about 35% of our students have IEP's and we offer programs in the small class, ICT and SETSS settings.

Framework Element MOST GROWTH:

The framework element where we have seen the most growth is in Collaborative Teachers and Trust. Using a distributive leadership model, teacher leaders and teacher teams work with administration to set school agendas that aim at student achievement.

Framework Element

The key area of Focus: This year's framework element where we will be focusing our attention is Rigorous Instruction.

12X341 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	151	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.9%	% Attendance Rate		85.9%
% Free Lunch	89.2%	% Reduced Lunch		1.7%
% Limited English Proficient	15.3%	% Students with Disabilities		30.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		33.5%
% Hispanic or Latino	64.2%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		4.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4		3.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		13.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

By June 30, 2016, all Students subgroup will demonstrate progress towards the achievement of mastery on the New York State Mathematics and ELA Assessment as measured by a 5% increase in student progress, an increased school-wide median adjusted growth percentile, and students’ overall scaled scores.

The pass rate for courses passed in English, Math Social Studies and Science was 94%. This was 3% above the city wide average of 91%, and 8% school district according to our Quality Snapshot. 10% of grades 6-8 met standards in ELA and 8% in Math, all falling below the city average of 83%, 27% and 29% respectively.

Student Progress Results-31.8%-Approaching Target-State Measures and metric values scores were as follow:

- SED Growth in ELA 55.5
- SED Growth in Math 56.5
- ELA Median Growth 75
- Math Median Growth 70
- ELA Med-Growth Lower 3%-89
- Math Med-Growth Lower 3%-89
- ELA Results Level 3/4 Proficiency Levels 10%
- Math Results Level 3/4 Proficiency levels 8%

According to the 2015 Framework for Great Schools Report, Collaborative teachers and Rigorous instruction were identified as areas of strength with an over 80% score. We also experience three weaknesses. For instance we scored 41% in the area of supportive environment (as evident in classroom behavior and peer support for academic work metric values of 71%, Teacher influence 82%,) Strong Family ties was 61% (Parental involvement in the school) and 75% in common core shifts in Math). These are the three areas that have been identified as the priority needs for the 2015-2016 school year..

completely effective way. While we made gains in Domain 3, this year according to the Danielson's observation data, this domain continues to lag behind the other three domains.

Reflecting on our vision and where we feel we have yet to grow, this year we will be focusing on creating classrooms where students will collaboratively engage in stimulating tasks, generate and solve thought-provoking questions and challenge peers' responses while tracking and monitoring personal growth and skill development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 30, 2016 there will be a 10% increase of students scoring at or above proficiency levels as measured by the NYS 2016 ELA and Math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<p>1. Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration</p> <ul style="list-style-type: none"> • 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 to address deficiencies in vocabulary, reading comprehension, number sense and measurement. 	<p>All Students, Content Area Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers</p>

<ul style="list-style-type: none"> • Writing across the curriculum implemented and showcased through Literacy Fairs in the Fall and Spring • Quantifiable mi-point benchmark that will be used to measure student [progress in meeting annual goals and time frame: • ELA Simulation 1 – Week of December 7th ; Math Simulation 1 – Week of December 14th • Instructional Period 2: November 2nd to December 18th (31 School Days) <p>Data Preparation Week 2: December 14th to December 18th</p> <p>Data Review Meetings 2: January 4th to January 8th.</p> <p>ELA Simulation 2 – February 9th – 11th; Math Simulation 2 – Week of February 22nd</p> <p>Instructional Period 3: December 21st to March 4th, 2016 (41 School Days)</p> <p>Data Preparation Week 3: February 29th to March 4th</p> <p>Data Review Meetings 3: March 7th to March 11th Increased rigor in Math instruction for all students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration</p> <ul style="list-style-type: none"> • 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 			
<p>2. Teachers will use data to modify scope and sequence and curriculum maps to ensure</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher</p>

<p>scaffolding, spiraling and re-teaching of key literacy skills within curricula</p> <ul style="list-style-type: none"> • 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) 			<p>Incentive Fund Peer Instructional Coaches and Demonstration Teachers, Data Specialist</p>
<p>3. Engaging families and supporting their understanding of Common Core Math instruction</p> <ul style="list-style-type: none"> • 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 • Content specific CCLS Parent meetings providing an overview of curriculum and skill specific material 	<p>All Parents/Families</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers, Parent Coordinator, Classroom teachers, Guidance Counselor</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • 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) • Pearson Connected Math Program 3 Content Specialist • Pearson Connected Math 3 Curriculum Materials • Rally Education: NYS Rehearsal (CCLS aligned assessment tool) • I-Ready ELA/Math Diagnostics, Math Triumphant learning by domains series • Cambridge Education

Bronx Borough Field Center and District 12 Professional Development Specialists – Targeted job embedded professional development support for improved literacy and numeracy instruction across the curriculum

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

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

Part 5 – Progress Monitoring

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

Throughout the academic year the following will be implemented to monitor progress and achievement toward stated goal:

- 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 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

Quantifiable mid-point benchmark that will be used to measure student [progress in meeting annual goals and **time frame**:

- ELA/math Simulation 1 – Week of December 7th ; Math Simulation 1 – Week of December 14th
- Instructional Period 2: November 2nd to December 18th (31 School Days)
 - Data Preparation Week 2: December 14th to December 18th
 - Data Review Meetings 2: January 4th to January 8th.
 - ELA/Math Simulation 2 – February 9th – 11th; Math Simulation 2 – Week of February 22nd

Instructional Period 3: December 21st to March 4th, 2016 (41 School Days)

Data Preparation Week 3: February 29th to March 4th

Data Review Meetings 3: March 7th to March 11th

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

By June 30, 2016, the school-wide component averages of Danielson Framework Competencies 3B, 3C will increase in the overall teacher rating results by designing coherent lesson plans that reflect gradual release of student higher order tasks aligned with the instructional aims, resulting in a 10% increase of students scoring at or above proficiency levels as measured by the NYS ELA and math exams. Similarly, teachers will be able to articulate students’ growth with the Common Learning Standards based on quantitative and qualitative data points as evidence by an increase in weekly data chats.

Part 2 – Annual Goal

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

By June 2016, 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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Faculty and Departmental Teacher Team meetings focused on student progress and performance weekly data analysis to make key decisions to enhance school-wide instruction, lesson/unit planning, and academic intervention planning. This includes academic tiers of interventions at least 90 minutes a week that focus on Vocabulary and number sense structures.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers</p>
<p>2. 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, I-Ready ELA/Math curriculum as well as, formative and summative assessments to further inform instructional practice, design coherent lessons focusing on the following critical attributes:</p> <ul style="list-style-type: none"> • 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 	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers</p>
<p>3. 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:</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers</p>

<ul style="list-style-type: none"> • 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 			
<p>4. Implementation and analysis of universal assessment data such as Rally Rehearsal, IReady ELA/Math Set to:</p> <ul style="list-style-type: none"> • identify instructional implications, • creation of embedded academic intervention supports <p>identification of best practices to support how ACCION Academy students learn best</p>	All Teachers	September 2015 – June 2016	Principal, Assistant Principal, STEM & Humanities Department Chairs, Teacher Incentive Fund Peer Instructional Coaches and Demonstration Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Cambridge Education – Targeted job embedded professional development focused on using data to drive instructional outcomes, and increased student engagement through effective planning • Bronx Borough Field Center and District 12 Professional Development Specialists – 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 Coaches (Teacher Incentive Fund – TIF) • Teacher Mentors <p>Datacation/SKEDULA</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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1. Increased level of data aligned instructional planning as evidenced by meaningful instructional student groupings, CCLS aligned tasks focused on targeted areas of student deficiency, opportunities for student choice in work products aligned to students' present levels of performance (i.e. remedial, reinforcing and enrichment activities)

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)

Quantifiable mid-point benchmark that will be used to measure student [progress in meeting annual goals and time frame:

- ELA/math Simulation 1 – Week of December 7th ; Math Simulation 1 – Week of December 14th
- Instructional Period 2: November 2nd to December 18th (31 School Days)
- Data Preparation Week 2: December 14th to December 18th
- Data Review Meetings 2: January 4th to January 8th.
- ELA/Math Simulation 2 – February 9th – 11th; Math Simulation 2 – Week of February 22nd

Instructional Period 3: December 21st to March 4th, 2016 (41 School Days)

Data Preparation Week 3: February 29th to March 4th

Data Review Meetings 3: March 7th to March 11th

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

According to the school’s Quality Review 2014-2015: The school has maintained a culture of collaboration, accountability and staff is empowered to improve upon their own pedagogical practice and developing authentic partnerships with stakeholders that result in an increased student achievement as evident in 3% gain in math state exam results. ACCION Academy’s parent coordinator works in concert with the parent association to ensure that all parent workshops are designed in Spanish native language to serve our bilingual speaking parents in the community. The principal provides evidence of additional parent workshops on topics such as transitioning to middle school, cyber bullying and texting, use of SKEDULA to monitor student progress and use of the Khan Academy to support enrichment beyond school setting, literacy awareness through The Parent University ESOL workshop series in an effort to enable parents to provide additional support at home. Furthermore, the school is scheduled to have additional workshops based on parent interest. Based on the data from our most recent survey, with 80% of parents participating, over 94% of parents were satisfied with the school’s instructional core, systems for improvement and school culture. One noted area of growth that stands out is 73% communicated with their child’s teacher about student’s progress.

Part 2 – Annual Goal

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

By June 30, 2016, there will be an increase of 40% parental engagement as it relates to student progress monitoring meetings as evident in attendance sign in sheets, school surveys and meetings held during the year in addition to parent conference nights.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Survey parents to assess needs and tentative workshop series • Hold meetings for all 8th grade students to discuss high school options, articulation to high school (ELL, SWD) 	Parents	10-15 06-16	Parent Coordinator Guidance Counselor
Create workshops about helping parents to reinforce skills of self-monitoring and tracking progress	Parents	10-15 06-16	
<p>Train staff to support parents in checking their student's progress through online grading system (SKEDULA)- November 2016</p> <p>Monitor teacher's outreach to parents through their anecdotes posted in SKEDULA</p>	Teachers AP	10-15 06-16	
Invite parents to participate in the Career and College Expo Activities (preparing students and parents for college and career readiness activities)	Teachers Parents AP, Lead Teachers Principal	10-15 06-16	Leadership Guidance Staff Parent Coordinator CBO

Part 4 – Budget and Resource Alignment

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

Title I Funding, CBO (PHIPPS Program), Community and Business Partners

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

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

Part 5 – Progress Monitoring

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

Conduct baseline quantitative and qualitative analysis of activities and sign in sheets to measure rate of participation and engagement.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<ul style="list-style-type: none"> • Lexile levels below and approaching standards within grade level range as per Level Set – IReady ELA/ Math/ Reading comprehension assessment • Degrees of Reading Power (DRP) score below and approaching standards within grade level range as per Degrees of Reading Power (DRP) grade level assessment • Core course grade 60% and below • Rally Rehearsal proficiency score of Level 1 or 2 as per the Fall and/or Spring Rally Rehearsal ELA assessment • Annual Goals and suggested academic interventions within the content area as per students’ Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • IReady ELA /MathTier 1 • Writing Workshop – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Writing Workshop: Community Word Project – Tier 2 • Writing Workshop: Lincoln Center Institute – Tier 2 • Lunch & Learn Small Group Tutoring: Tier 2 • Wilson Reading: Reading Workshop – Tier 3 • Afterschool Small Group Tutoring – Tier 3 	<ul style="list-style-type: none"> • Teacher Scaffolding – school wide • Achieve 3000 – school wide • Writing Workshop – school wide • Non-cognitive Interventions: Test Taking Skills – school wide • Non-cognitive Interventions: Organizational Skills – school wide • Writing Workshop: Community Word Project – grade 7 & 8 • Writing Workshop: Lincoln Center Institute – grade 6 • Lunch & Learn Small Group Tutoring: tutoring • Wilson Reading: Reading Workshop – small group • Afterschool Small Group Tutoring – small group 	<ul style="list-style-type: none"> • Teacher Scaffolding – during the school day • Achieve 3000 – during the school day, after school • Writing Workshop – during the school day • Non-cognitive Interventions: Test Taking Skills – during the school day • Non-cognitive Interventions: Organizational Skills – during the school day • Writing Workshop: Community Word Project – during the school day • Writing Workshop: Lincoln Center Institute: during the school day • Lunch & Learn Small Group Tutoring: during the school day

		<ul style="list-style-type: none"> • Saturday Academy – Tier 3 	<ul style="list-style-type: none"> • Saturday Academy – small group 	<ul style="list-style-type: none"> • Wilson Reading: Reading Workshop – during the school day • Afterschool Small Group Tutoring – afterschool • Saturday Academy – afterschool
Mathematics	<ul style="list-style-type: none"> • I-Ready Math score below and approaching standards within grade level range as per the ALEKS Math – McGraw Hill grade level assessment • Core course grade 60% and below • Connected Math Program 3 (CMP3) proficiency score of Level 1 or 2 as per the Fall and/or Spring NYCDOE CMP3 Core Curriculum assessment • Rally Rehearsal proficiency score of Level 1 or 2 as per the Fall and/or Spring Rally Rehearsal Math assessment • Annual Goals and suggested academic interventions within the content area as per students' Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Math Literacy Workshop – Tier 2 • I-Ready Math – Tier 2 • Lunch & Learn Small Group Tutoring – Tier 2 • After school Small Group Tutoring – Tier 3 • Saturday Academy – Tier 3 	<ul style="list-style-type: none"> • Teacher Scaffolding – school wide • Non-cognitive Interventions: Test Taking Skills – school wide • Non-cognitive Interventions: Organizational Skills – school wide • Math Literacy Workshop – school wide • I-Ready Math/ELA • school wide • Lunch & Learn Small Group Tutoring – small group • After school Small Group Tutoring – small group • Saturday Academy – small group 	<ul style="list-style-type: none"> • Teacher Scaffolding – during the school day • Non-cognitive Interventions: Test Taking Skills – during the school day • Non-cognitive Interventions: Organizational Skills – during the school day • Math Literacy Workshop – during the school day • I-Ready Math – during the school day, after school • I-Ready – during the school day, after school • Lunch & Learn Small Group Tutoring – during the school day • Afterschool Small Group Tutoring – after school • Saturday Academy – after school

<p>Science</p>	<ul style="list-style-type: none"> • Core course grade 60% and below • Annual Goals and suggested academic interventions within the content area as per students' Individualized Education Plan (IEP) • Rally Rehearsal proficiency score of Level 1 or 2 as per the Spring Rally Rehearsal Science assessment • Lexile levels below and approaching standards within grade level range as per Level Set – Achieve 3000 reading comprehension assessment 	<ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Achieve 3000 (E-Science) – Tier 1 • Lunch & Learn Small Group Tutoring – Tier 3 • Afterschool Small Group Tutoring – Tier 3 • Saturday academy – Tier 3 	<ul style="list-style-type: none"> • Teacher Scaffolding – school wide • Non-cognitive Interventions: Test Taking Skills – school wide • Non-cognitive Interventions: Organizational Skills – school wide • Achieve 3000 (E-Science) – small group • Lunch & Learn Small Group Tutoring – small group • Afterschool Small Group Tutoring – small group • Saturday academy – small group 	<ul style="list-style-type: none"> • Teacher Scaffolding – during the school day • Non-cognitive Interventions: Test Taking Skills – during the school day • Non-cognitive Interventions: Organizational Skills – during the school day • Achieve 3000 (E-Science) – during the school day • Lunch & Learn Small Group Tutoring – during the school day • Afterschool Small Group Tutoring – after school • Saturday academy – after school
<p>Social Studies</p>	<ul style="list-style-type: none"> • Core course grade 60% and below • Annual Goals and suggested academic interventions within the content area as per students' Individualized Education Plan (IEP) • Lexile levels below and approaching standards within grade level range as per Level Set – Achieve 3000 	<ul style="list-style-type: none"> • Teacher Scaffolding – Tier 1 • Non-cognitive Interventions: Test Taking Skills – Tier 1 • Non-cognitive Interventions: Organizational Skills – Tier 1 • Extended Day – 37.5 minutes • Lunch & Learn Small Group Tutoring – Tier 3 	<ul style="list-style-type: none"> • Teacher Scaffolding – school wide • Non-cognitive Interventions: Test Taking Skills – school wide • Non-cognitive Interventions: Organizational Skills – school wide • Lunch & Learn Small Group Tutoring – small group 	<ul style="list-style-type: none"> • Teacher Scaffolding – during the school day • Non-cognitive Interventions: Test Taking Skills – during the school day • Non-cognitive Interventions: Organizational Skills – during the school day • Lunch & Learn Small Group Tutoring – during the school day

	reading comprehension assessment			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Parent/Teacher Recommendation • School Based Support Team Recommendation • Crisis Team Recommendation • Attendance Intervention Dropout Prevention (AIDP) Team Recommendation • Guidance Counselor/School Leader Learning Environment Observation (classroom, cafeteria, etc.) 	<p>Counselor provides one-to-one sessions with identified at risk students to review requirements towards increased academic progress, social-emotional learning and other issues which overall student growth. Also, group guidance lessons provided weekly to identified students through small group advisory sessions focusing on study skills, career exploration and social-emotional learning .</p>	<ul style="list-style-type: none"> • Small group <ul style="list-style-type: none"> • One-to-one 	<ul style="list-style-type: none"> • During the school day <ul style="list-style-type: none"> • After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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. • Principal and Assistant Principal will hold workshops on how to apply for their professional license and complete necessary paperwork. • 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. • New teachers meet weekly with school based mentors to discuss professional responsibilities and the use of the Danielson Framework to inform pedagogical practice. • 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. <ul style="list-style-type: none"> • 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Art teacher will attend the NYC DOE Central two day training on Aligning the Arts to the CCLS • All teachers will attend professional development offerings focused on CCLS curriculum alignment, and gap analysis provided by Bronx Borough Field Center and District 12 Professional Development Specialists.

- Classroom teachers will be provided with targeted in school professional learning opportunities focused on NYC DOE Core Curriculum Materials Pearson Connected Math Program 3 (CMP3) and Scholastic Code X.
- ELA and Social Studies Teachers will have three individualized consultation days working with an Achieve 3000 Program Specialist focused on data analysis and pedagogical practices using the program.
- Math and Science Teachers will have three individualized consultation days working with an ALEKS Math, and LearnBop Program Specialist focused on data analysis and pedagogical practices using the programs representative.
- Science Teachers will have three individualized consultation days working with an Achieve 3000 - Escience Program Specialist focused on data analysis and pedagogical practices using the program.
- ESL/Special Education teachers will attend three professional development offerings in the areas of content focus provided by the Bronx Borough Field Center and District 12 Professional Development Specialists.
- All teachers will attend monthly professional learning opportunities facilitated by Cambridge Education, Bronx Borough Field Center and District 12 Professional Development Specialists , 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Principal, Assistant Principal, Accion Academy MOSL Team along with our content area teacher teams work together to identify the use and appropriate multiple assessment measures for improved instruction. Each member provides the MOSL Team and School Leaders with a varying perspective on the efficacy and impact of identified assessments providing feedback on effective implementation, data analysis, review of student tasks aligned to data outcomes, and implications of said data on the continual alignment of our curricula to the Common Core Learning Standards. During regular Cabinet, MOSL, and Departmental Meetings the administrative team along with teacher leaders reflect on improved teacher effectiveness and student performance outcomes through the use of multiple assessment measures.

Professional Development opportunities provided to staff regarding the use of assessment results to improve instruction include but is not limited to:

- Effective proctoring and implementation of assessments
- Data disaggregation and analysis specific to the assessment
- Use of data to drive instructional practice and outcomes
- Use of data to create and implement embedded, target academic intervention services

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	127,753.00	X	10-12, 15-17, 22-26
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,358,444.00	X	10-12, 15-17, 22-26

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 341
School Name Accion Academy		

B. Language Allocation Policy Team Composition

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

Principal Victor Frias	Assistant Principal Karen Henry
Coach Jennifer Ortiz	Coach
ENL (English as a New Language)/Bilingual Teacher Sarah Kim	School Counselor Carmen Arevalo
Teacher/Subject Area Melissa Leuthner	Parent Alma Cintron
Teacher/Subject Area	Parent Coordinator Rafelina Aponte
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Rafaela Espinal Pacheco	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	147	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	5	0	1	11	0	3	8	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							0	4	0					0
Emerging (Low Intermediate)							0	0	2					0
Transitioning (High Intermediate)							3	0	2					0
Expanding (Advanced)							2	3	8					0
Commanding (Proficient)							0	1	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	1	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	1	1	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	7	3	1	0	0	40	0	0	0
7	5	0	0	0	1	0	0	0	0
8	6	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	5	0	1	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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-Datacation, ARIS, and ATS, as well as in-class assessments. Additionally, we use the web based, differentiated, instructional literacy tool, and Achieve 3000. The corresponding Assessment, Level Set, provides Accion Academy with the Lexile levels of students to provide targeted, leveled supports in literacy and language acquisition. The ELL periodic Assessments are also included in the overall data gathering and assessment by pedagogical staff. NYSITELL data is largely insignificant for analysis as it only pertains to a single student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT 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 students 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.
- 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 scaffold and diversify instructional supports used in the classroom. 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.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The school is learning that there is a greater need for explicit vocabulary instruction, and targeted skills based on writing instructions 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not applicable

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

Students are provided with native language materials and 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 I-Ready Math and I-Ready ELA. Visual aids, realia, and graphic organizers are also provided based on individual's proficiency levels.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not applicable

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

Accion Academy evaluates the success of our program for ELLs 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 were measured by Achieve 3000 assessment tool and ALEKS Math. This school year 2015-2016, we have implemented the I-Ready ELA and I-Ready Mathematics assessment tools, which increases student performance on the NYS performance exams for ELA and Math, as well as, increase 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.

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

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 NYSITELL testing. The majority (96%) of second language speakers are Spanish speakers and the school has over 6 teachers and aids 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. Once NYSITELL testing is complete and scored, the entitlement letter of ELL status notification is sent to the parent or guardian within 5 days of registration. All new entrants whose HLIS responses indicate a home language of Spanish and who are identified as an ELL based on NYSITELL results is administered with the Spanish LAB at the time of initial enrollment during the same testing window. The Spanish LAB is used to support in instructional planning in providing ESL services to the new student. Spanish LAB results are not used to determine ELL status or service entitlement. If a student is identified as an ELL, the ESL Teacher meets with their parent or guardian and they are given the entitlement letter along with parent survey within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. They are shown the ELL Orientation Video and given the Parent Guide. Then the parent is given a parent choice survey. There is then time for questions and discussion between the parents/guardian and the ESL Teacher/Coordinator regarding various ELL programs in the City and at Accion Academy and their options to choose what is best for their child. Currently, free-standing ESL is the only program offered at Accion Academy.

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

Initial determination of SIFE status is made within 30 days of enrollment by a qualified personnel, which can be modified up to 12 months of initial enrollment. The ESL teacher administers the SIFE questionnaire and diagnostic tool to determine SIFE status. Interview notes, academic and assessment history, and work samples are collected and maintained in student's cumulative record. Then the parents receive written notice in their preferred language of student being identified as an ELL designated as a SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT members consist of ESL teacher, coach, ELA teacher, and Special Ed teacher. The LPT determines if the student with an IEP have second language acquisition needs. If so, the LPT recommends in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. ESL teacher then administers the NYSITELL and ELL's English Proficiency level is determined. If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent agrees or disagrees within 10 days. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After administering and scoring the NYSITELL, the ESL coordinator sends the entitlement of ELL status notification in their native language and English within 5 school days letting the parents/guardian know the results and that they have the right to appeal the ELL status within 45 days of enrollment. If the student is not entitled as an ELL, we send the non-entitlement letter. The ESL coordinator backpacks the letter home with the student and calls the parents/guardians. Most of our incoming students are Spanish speakers. If that is the case, we have our parent coordinator or staff who is bilingual to call the ELL's home.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Once the status of the ELL is determined, the ESL teacher backpacks the entitlement letter in the ELL's home language and English with the student regarding the results and the right to appeal the ELL status within 45 days of enrollment. The parents/guardians are also contacted by the ESL personnel or staff. If their home language is Spanish, a Spanish speaking staff will contact the parents/guardians about the right to appeal ELL status within 45 days of enrollment. If we do not have a school personnel who speaks the parent's preferred language, we will contact the Translation and Interpretations to speak to the parent over the phone.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Prior to an ELL's placement in a Bilingual Education (BE) or English as a New Language (ENL) program, we provide parents/guardians of new ELL entrants with high quality orientation session in the parent's/guardian's indicated preferred language. The session includes information regarding New York State Common Core Learning Standards (CCLS), assessments, school expectations for ELLs, and program goals, and requirements for BE and ENL programs using interpretation and translation services. Orientation agendas and sign-in sheets are maintained in district/school files. Once this is done, ELL is placed within ELL program within 10 days from the parent orientation meeting, but parent can appeal within 45 days. Parents and students have the right to appeal the ELL status within 45 days of enrollment.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
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 ensure 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, completed and signed copies are placed in the appropriate students' cumulative file.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the Parent Survey and Program Selection forms have not been completed and returned the next day, a school personnel such as the ELL coordinator or Parent Coordinator calls the parent/guardian using information from the HILLS/Emergency Contact card in their preferred language. We make sure we speak to the parent before we move on to the next step. If the parent doesn't pick up, we leave a voicemail to make sure the parent calls us back and maintain call logs. In addition, we will backpack a translated letter along with the Parent Survey and Program Selection forms with the student to inform the parent regarding the phone call conversation or voicemail.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once the status of the ELL is determined, within 5 school days the ELL teacher backpacks the entitlement letter in the parent's preferred language and English with the student regarding the results and the right to appeal the ELL status within 45 days of enrollment. The parents/guardians are also contacted by the ESL personnel or designated staff in their preferred language. If necessary, we will leave a voicemail and maintain a call log. If their home language is Spanish, a Spanish speaking staff will contact the parents/guardians about the parent notification letters. The student will also be informed on how important it is for the parent to receive it and respond to it the next day once it is backpacked home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of parent ELL notifications and letters will be kept in students' cumulative folders in the main office. The ELL coordinator will also maintain a copy for additional records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A NYSESLAT testing schedule is generated by the ELL Coordinator in March. Once approved, the testing schedule is distributed to each school personnel. NYSESLAT testing in 4 modalities (Listening, Speaking, Reading & Writing) is administered in the months of April and May. It is 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Before school starts, the designated ELL personnel retrieves data from the ATS reports to determine who is still entitled to ELL services. Within 5 school days, continued entitlement letters are sent out via mail to inform the parents. The parent coordinator and/or the ELL coordinator calls and leaves a voicemail informing them that their child will continue to receive ELL service.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
100% of our parents have chosen the freestanding ENL/ESL Program for the past 3 years. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
At Accion Academy, we provide freestanding ESL/ENL program for Grades 6-8. Majority of the ELLs are placed in 601, 701, 801, and 870 classes. From there, the students are grouped homogenously based on the NYSESLAT proficiency level. The school operates on a 63 minute block schedule. The class travels together as a group. Depending on the student's proficiency level, they have certain # of minutes of standalone ENL in the ELL classroom with the ELL pedagogue. If they are required of integrated ENL, then the ELL pedagogue co-teaches with the ELA teacher, Math teacher, or Science/Social Studies teacher.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Student schedule is formulated based on the student's ELL proficiency level. Majority of the ELLs are placed in 601, 701, 801, and 870. According to the class schedule (1hr 3 mins. class= 1 Block) and the mandated number of instructional minutes, each ELL is pulled-out for 3 blocks (3 hrs and 9 mins.= 183 mins.) to receive standalone ENL service per week. The ELL pedagogue co-teaches with the ELA teacher to provide integrated ENL service for 3 blocks (3 hrs 9 mins.=183 mins.) as well as integrated ENL in other content areas too. The ELL schedule is generated and distributed to the school in the beginning of the school year.

a. Entering 6th to 8th grade students receive 1 unit of study in ENL (180 mins.) and 1 unit of study in ENL/ELA (180 mins.) Emerging 6th to 8th grade students receive 1 unit of study in (180 min.) and 1 unit of study in ENL/ELA (180 min). Transitioning 6th to 8th grade students receive minimum # of 90 mins of integrated ENL/ELA and 90 mins of standalone or integrated ENL (with ELA or any other area) of 90 minutes. Expanding 6th to 8th grade students receive minimum number of 180 minutes in integrated ENL/ELA or other content area such as Math and Social Studies. Commanding 6th to 8th grade students receive at least 90 inutes of integrated ENL/ELA or other content area. These instructional minutes are delivered in Freestanding ENL program at our school.

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

Accion Academy's content areas follow all Common Core Learning Standards and AEL shifts. They are aligned with data from the previous, as well as, the current year. Teachers work collaboratively in humanities and STEM departments to not only assess lessons and

unit plans, but also to focus and use data to drive instruction in the classrooms every week. Integrated ENL/ELA model allows the content teacher and the ELL teacher to better collaborate, modify, and differentiate assignments to be comprehensible based on varying English

Proficiency Levels within the subject area. In addition, the standalone ENL model allows the ELL student to improve in reading, writing,

speaking, and listening. Supplemental programs for ELLs are available in the form of AIS, after-school program and Saturday Academy,

which not only addresses academic and testing prep needs but also cultural needs through a bimonthly cultural excursion.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 fo 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE students are monitored initially and provided with extra help and interventions as appropriate. There is a more one-on-one support in the beginning.

b. Newcomer students are similarly monitored initially and provided with extra help and interventions as appropriate. These students are partnered with someone who has a higher English proficiency level and speaks the same home language. Small grouping is also done so that they have opportunities to develop productive interactions during lessons. Give opportunities to access

to prior knowledge and build on what theyknow. Provide charts, diagrams, and graphic organizers as well as implementing visual

representations. Provide home language books and use of bilingual dictionary. Engage in a range of text-based writing and

conversation activities in which students are supported in using language and ideas from the texts.

c. Developing ELLs are provided with charts, diagrams, rubrics, and graphic organizers as well implementation of visual representations. Engage in a range of text-based writing and conversation activities in which students are supported in using language and ideas from the texts. They are put in a group to discuss and engage in meaningful conversations

accordingly.

d. For Long term ELLs, they will receive small group instruction and be provided with multiple types of assessment with ongoing assessment to guide instruction. Technology through programs such as ALEKS and Achieve 3000 on the ipads are used to further support them. They will be provided with extra help and interventions as appropriate.

e. Former ELLs up to two years after exiting ELL status will receive small group instruction and be provided with multiple types of assessment and with ongoing assessment to guide instruction in their content classes for an hr and a half every week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Our school (the language proficiency team) initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher (if the teacher's request includes written consent form from the parent or guardian),

or a student of 18 years of age or older. We will receive all documents related to the initial or reentry identification process. The

LPT will review the student's work in English and in the home language. We may administer the NYSITELL to the student if the original determination was that the student should be administered the NYSITELL. We will consult with parent or guardian.

Then we

will conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154

2, of the student's abilities in listening, speaking reading, and writing in English. Appropriate staff consults with the Committee on

Special Education (CSE) if the student is a student with a disability or suspected of having a disability that may impact the ability to

speak, read, write or listen in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the

parent or guardian. If the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification

acknowledging the principal's recommendation to change the ELL status from the parent or guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. IF the decision is not to change the ELL status, no

further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents will be kept in the student's cumulative folder. The re-identification process is completed within

10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within

20 school calendar days.

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

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 a 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 I-Ready ELA and the numeracy program I-Ready Math.

Both programs have enable 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, diferentiated instructional, adaptive technology

Chart 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 instruction focused on informational texts and extended responses to improve language acquisition, numeracy, fluency, and reading comprehension.

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

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 intelligences modalities where possible. As many of our ELL-SWD students are at the Beginner (Entering/Emerging) or Intermediate (Transitioning) levels in our ELL-SWD students receive additional services such as speech to support targeted language acquisition skills. The LPT team come together to discuss about the interventions and strategies to better support our ELL-SWDs on a consistent basis.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

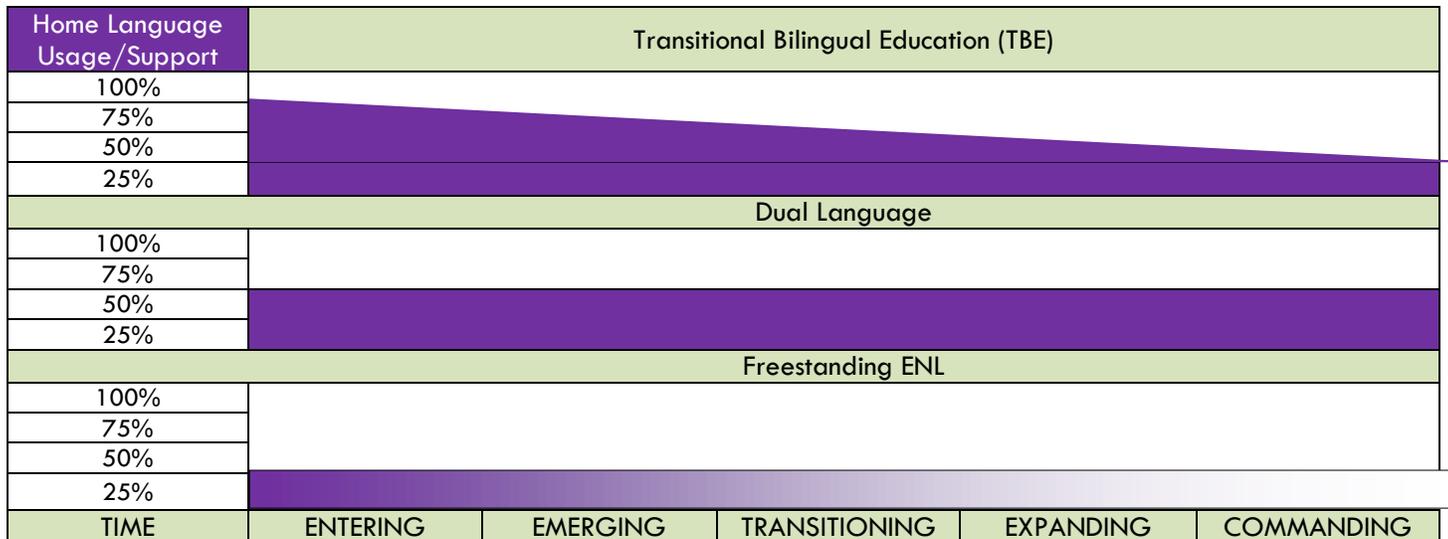


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Accion Academy provides targeted academic intervention within ELA and Math for ELLs through the use of the literacy program I-Ready ELA and I-Ready Mathematics. Both programs have enabled many long term ELLs to focus on their numeracy, reading and ultimately writing skills such that their writing abilities have shown definite improvement. Through these web based, differential instruction, 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The 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 2012-2013 NYC Department of Education Progress Report. Additionally, there has been an increase in the leverage lexile levels of ELL students from 520 to 925 during the 2012-2013 academic year.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently implementing I-Ready ELA and Mathematics to improve students' math skills.
13. What programs/services for ELLs will be discontinued and why?
Not applicable
14. 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 in 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 PHIPPS Afterschool activities (i.e., Basketball, Cooking Club, Book Club, cheerleading, Student Congress, Cornell University Cooperative Extension nutrition workshops).
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Accion Academy currently uses NYC Department of Education Core Curriculum materials from I-Ready, Scholastic Code X, and Pearson's Connected Math Program 3. As an academic interventions support ELL students use the literacy program I-Ready ELA and the numeracy program I-Ready Mathematics. Both programs have enable many long term ELLs to focus their numeracy, reading and ultimately writing skills such as that their writing abilities have shown definite improvement. Through these web based, differentiated 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..
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We do not offer TBE and Dual Language programs at this time.

In Accion Academy's ENL Free-standing 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 Entering/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. Visual and graphic supports are also available so that the students are able make relative connections to what they know and what they are learning about the topic or concept. We also hold ESL Parent Orientation for parents and families so that they are informed and aware in how their participation and active role in their child's learning is vital and important.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our free-standing ESL/ENL program is structured so that the 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.

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

Newly admitted ELL students are monitored by the ELL Coordinator, Parent Coordinator, Guidance Counselor, and Student Life Coordinator. These newly enrolled 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 peers. The overwhelming majority of ELLs at Accion Academy are Entering and Expanding levels and are served as described above. Whether they have been here for 4-6 years or are long terms 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, family/parent events held at school.

19. What language electives are offered to ELLs?

Not applicable

20. For schools with dual language programs:

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

Not applicable

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ELL personnel at the school will be sent to PD on a monthly basis that are held by CFN 410 and Office of ELLs to meet a minimum of 50% of the required PD hours of language acquisition in alignment with the core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content for ELLs.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
CFN 410 provides teacher meeting for teachers of ELLs every month to support them as they engage in the Common Core Learning Standards in all content areas. In addition, Division of Students with Disabilities and English Language Learners provide trainings and PD sessions for teachers of ELL in supporting ELLs.dfffdddf
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have an open house invitation for ELLs and students from elementary school for an informational tour and guide.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ELL Teacher will be provided with external professional development on a monthly basis through BETAC, DELLSS, or CFN 410. the information will then be turnkeyed to the staff during department or staff meetings. The ELL Teacher provides both PDS and formal and informational ELL training for 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 50% of required PD hours of ELL training. Sign-in sheets, agendas, and other records will be monitored.

C. Parental Involvement

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

The Parent Coordinator and the ELL Coordinator facilitate parental involvement. 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 Teacher Association coordinate 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.

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

ELL Coordinator and Parent Coordinator ensure to record attendance using existing procedures such as sign-in sheets, parent call logs, copy of letters mailed out, and record of in person meetings. These records are kept at the main office including Parent Coordinator's office and the ELL Coordinator's room.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator and the ELL Coordinator facilitate parental involvement. Numerous parent meetings are held throughout the year. These meetings are quite varied with topics ranging from orientations and information sessions, educational topics, celebratory, multicultural (potluck) events, 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, we partner with Cornell University to provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents? Our School Leadership Team and Parent association coordinate surveys and reviews parent interest and activities.
6. How do your parental involvement activities address the needs of the parents?

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 Teacher Association coordinate 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.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Accion Academy

School DBN: 12X341

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victor Frias	Principal		12/15/15
Karen Henry	Assistant Principal		12/15/15
Rafalina Aponte	Parent Coordinator		12/12/15
Sarah Kim	ENL/Bilingual Teacher		12/15/15
Alma Cintron	Parent		12/15/15
Melissa Leuthner	Teacher/Subject Area		12/15/15
	Teacher/Subject Area		
Jennifer Ortiz	Coach		12/15/15
	Coach		
Carmen Arevalo	School Counselor		12/15/15
Rafaela Pacheco Espinal	Superintendent		12/15/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12 **School Name: Accion Academy**
Superintendent: Rafael Espina

Before you begin, please check the following:

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

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

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

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

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

Parents come in and speak with a working personnel in the office such as a secretary and/or a parent coordinator. Our staff in the office are bilingual speakers in Spanish and English. More than 90% of our ELLs' native language is Spanish. The parent coordinator and ELL personnel make sure that letters, notices, and schedules are written in Spanish and English. Few students whose native language is not Spanish, we get a translated version of important letters and notices for the family. We check the student's emergency contact card, HILS, and the ATS reports to provide both written and oral communication.

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

Mostly Spanish, few French and Arabic

Part B: Creating a Communications Calendar

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

Monthly school calendars, letters from the school leadership, Parent Teacher Association (PTA) letters, New York State testing dates, parent-teacher conference announcements, and after-school/Saturday school program information

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

Parent-teacher conferences in September, November, March and May, parent call logs by teachers on a weekly basis, arranged meetings with parents/families throughout the school year, curriculum nights/family nights at least once a month, and attendance teacher, guidance counselor, parent coordinator, and administrators calls to parents on a weekly basis

Part C: Providing Language Assistance Services

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

- In-house by spanish speaking school staff/school personnel
- For our Arabic-speaking students and others, we will contact the Interpretation Translation Services for over-the-phone interpreters -

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

Our spanish speaking staff such as the parent coordinator, secretary, guidance counselor, and school personnel will provide on-site interpreters and over-the-phone interpretation srevices. If we need to provide interpretation services in another language, we will contact the Interpretation Translation Services for over-the-phone interpreters.

Part D: Training Staff on Policies and Procedures

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

Send T&I brochure to staff/teacher's mailbox, Distribute Language Palm Card at staff meetings, send T&I information via email to school personnel

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We have a post in front of our main office entrance a sign-in in most prominent covered languages. We also provide information for parents brochure for translation and interpretation services in the main office, and provide parent whose primary language is a covered language and/or require language assistance services with a copy of the Bill of Parent Rights and responsibilities during face to face interaction. In addition, we will provide them with the Department's website concerning the rights of parents to translation and interpretation services and how to access such services.

Part F: Monitoring and Quality Control

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

Provide a parent survey about our LAC.