

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	12X341
School Name	Accion Academy
Principal	Yasmin Lugo-Hernandez

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

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#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

#### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 5: COMMUNITY SCHOOLS
- APPENDIX 6: SUBMISSION ASSURANCES

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

## The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

## CEP Guidance on Conducting a Comprehensive Needs Assessment

### CEP Guidance on Conducting a Comprehensive Needs Assessment

**Directions:** Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE's **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

▪ **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	ACCION Academy
District Borough Number (DBN):	12X341
Grades Served:	6-8
School Address:	977 Fox Street, Bronx, NY 10459
Phone Number:	(718)378-1649
Fax:	(718)378-4707
School Contact Person:	Esther-Racquel Rodriguez
School Contact Person Email Address:	erodriguez114@schools.nyc.gov

Principal:	Esther-Racquel Rodriguez
United Federation of Teachers (UFT) Chapter Leader:	Ivan Borrás
Parents' Association President:	Artillah Roquez
SLT Chairperson:	Ivan Borrás
Title I Parent Advisory Council Chairperson (PAC):	Jacqueline Clendinen
Student Representative(s) Middle /High School:	
Student Representative(s) Middle /High School:	Jashua Pichardo
Community Based Organization (CBO) Representative:	Prandy Perez
School-Based Students in Temporary Housing (STH) Liaison:	Kathy Sauls

## **District Information**

Geographic District:	12
Superintendent:	Jacqueline Rosado
Superintendent's Office Address:	1970 West Farms Road Bronx, NY 10460
Superintendent's Email Address:	JRosado3@schools.nyc.gov
Phone Number:	(718) 328-2310 x1540
Fax:	(718)542-7736

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

## School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Esther-Racquel Rodriguez	Principal or Designee*		
Ivan Borrás	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Atillah Roquez	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Eileen Romero	District Council 37 (DC 37) Representative (staff), if applicable		
Jacqueline Clendinen	Title I Parent Advisory Council Chairperson (or alternate)		
Joshua Pichardo	Student Representative (Required for middle and high schools)		
Oliver Oliva Cambero	Student Representative (Required for middle and high schools)		
Prandy Perez	CBO Representative, if applicable		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
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	Member/		
	Member/		

### **Additional Stakeholder Signature Page**

**Directions:** Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic 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
Jenly Castillo	Guidance Counselor/ Instructional Leadership Team	
Enrique Roman	Guidance Counselor/ Instructional Leadership Team	
Courtnei Taylor	Teacher / Instructional Leadership Team	
Valentina Mancera	Teacher / Instructional Leadership Team	
Esther Anhwere	Teacher Leader / Instructional Leadership Team	
Sonia Rosado	Teacher Leader / Instructional Leadership Team	
Brianna Gutierrez	Attendance Coordinator/ Instructional Leadership Team	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	Our mission is to create a safe learning environment for all students and staff that is an optimal place for learning, a nurturing place for growing, and a collaborative place where a community can excel. Our Mission lets people know that ACCION Academy creates people who LEAD: Lifelong Learners, Excel, Accountable, Determined
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>ACCION Academy (12X341) ACCION Academy (12x341) is a middle school that serves students in grades 6-8. It is located at the Hunts Point section of the South Bronx. The school is housed in the Rafael Hernandez Campus; s hared with IS 217 School of Performing Arts and South Bronx Classical Charter School. Students who attend ACCION Academy live in the community and/or travel by bus or train from other nearby locations. Some students have siblings who currently attend the school and some students have siblings who graduated from the school. ACCION Academy has served generations of families for the past 17 years. During the 18-19 School year the ACCION Aca demy became the prevailing school after consolidating with Entrada Academy (12x384). The demographics of the school include 74% of students that are Hispanic/Latin X; 25% Black; 1% Asian. 51% of the population are female students and 49% are male. The school population is comprised of 75- 6th Graders; 75- 7th Graders; 150 - 8th Graders. 26% of students are Students with Disabilities, 26% of Students are English Language Learners, and 11% are Self Contained, and 93% of Students are Economically Disadvantaged. ACCION Academy is involved in several partnerships with a variety of organizations that promotes a positive learning environment: Replications as Lead Community Based Organization that provides services to ACCION Academy under the four pillars of Community Schools. This includes academic tutoring, specialization high school exams, enrichment opportunities for students to play sports, dance, participate in the arts. Mental Health services, parent engagement services, and ensuring stakeholder voice is facilitated through the program manager to improve systems and structures of the school. Schools Out NYC (SONYC) is a program that the Chancellor offered to middle schools. ACCION Academy has partnered with East Side House Settlement as their SONYC provider to provide tutoring, homework help, arts and crafts, robotics, STEM, dance, and cooking classes to our students The program provides enrichment opportunities to our students. Chess in the School- Chess lessons by a trained chess instructor are provided. Students participate and learn chess during school and after school. Students also compete in citywide hosted competitions. Graduating 8th graders qualify for the Chess in the Schools College Bound Program. Cornell University's Cooperative Extension 4-H programs engage New York City youth in projects and activities that help build skills in engineering, math, literacy, nutrition, health, STEM, civic engagement, and leadership. Planned Parenthood - Health Education and Prevention Education Peer Group Connections - Leadership and mentoring training program for 8th-grade students to mentor our 6th-grade students. DREAM Program - Test prep program for Specialized High Schools. Broadway Junior Musical-Developed by renowned educators and designed to suit school assemblies as well as the energies and attention spans of younger performers, Broadway Junior® musicals are perfect for teachers or directors who are new to musical theatre and seeking to introduce students to the joys of participating in a show. 21st Century Grant Program -The program provides Teletherapy and Omni Learn for our students. Teletherapy is a one on one therapy via a camera that allows students to speak to a therapist once a week. Omni Learn is a STEM program that allows students to experience hands-on Science Labs in the classroom and at home.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Into Literature / Remote and Print	N/A
Mathematics	6-8	Envision Math / Remote and Print	Algebra 1
Science	6-8	Amplify Remote and print	N/A
Social Studies	6-8	Passport	N/A

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

**DIRECTIONS:** IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

**NOTE:** YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

### AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.



1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Engage students in rigorous discourse that allows them to explore and understand literary concepts, processes and relationships.	Data Source: School Quality Guide Survey Section: Quality of Student Discussion Instruction Year: 2021-2022 Findings: 42% of teachers say that students build on each other's ideas during class discussion. (Q1) Data Source: School Quality Guide Survey Section: Quality of Student Discussion Instruction Year: 2021-2022 Findings: 35% of teachers say that students provide constructive feedback to their peers and teachers. (Q4) Data Source: School Quality Guide Survey Section: Quality of Student Discussion Instruction Year: 2021-2022 Findings: 58% of teachers say that students use data or text references to support their ideas. (Q2)	Training in data, classroom level systems and practices related to student discourse were not prioritized in the previous year, due to COVID-19 accommodations for remote and blended learning. Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Insufficient school-wide support, including professional development opportunities, to ensure ALL teachers implement student discourse to engage and assess students. The types of training effectiveness data that are collected and used are insufficient to inform improvements
Engage students in Culturally Responsive teaching and learning.	Data Source: School Quality Guide Survey Section: Cultural Awareness and Inclusive Classroom Instruction Instruction Year: 2021-2022 Findings: 86% of students say that their teachers make the lessons relevant to their everyday life experiences. (Q5) Data Source: School Quality Guide Survey Section: Cultural Awareness and Inclusive Classroom Instruction Instruction Year: 2021-2022 Findings: 84% of students say that their teachers use examples of different cultures, backgrounds and families in their lessons to make learning more meaningful. (Q1) Data Source: School Quality Guide Survey Section: Strong Core Instruction Instruction Year: 2021-2022 Findings: 82% of teachers say students engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q48) Data Source: School Quality Guide Survey Section: Teacher Influence Instruction Year: 2021-2022 Findings: 54% of teachers say students demonstrate conceptual understanding with real-world examples. [All subjects]. (Q54)	Training in data, classroom level systems and practices related to CHRSE were not prioritized in the previous year. The School Leadership and Instructional Leads provided introductory training from January to June 2021. Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Insufficient school-wide support to ensure ALL building staff have been trained in Culturally Historical Responsive and Sustaining Education. The types of training effectiveness data that are collected and used are insufficient to inform improvements.
Develop students' ability to close read and analyze complex texts, including primary and secondary sources.	Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 85% of teachers say that students use data or text references to support their ideas. (Q21b) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 74% of students say that their classes at their school make them think critically. (Q4g) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 85% of students say that teachers want students to become better thinkers, not just memorize things. (Q5e)	Classroom teachers, ELA teachers, and content area teachers did not adequately supplement the curriculum with evidence-based reading comprehension strategies to help build students' ability to read and analyze complex texts, during remote teaching and learning.
Provide students with strategies to extend their responses on assignments and extended responses on assessments.	Data Source: School Quality Guide Survey Section: Academic Press Instruction Year: 2021-2022 Findings: 61% of students say that teachers ask difficult questions on tests. (Q7) Data Source: School Quality Guide Survey Section: Academic Press Instruction Year: 2021-2022 Findings: 56% of students say that teachers ask difficult questions in class. (Q8) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2021-2022 Findings: 73% of teachers say that students practice academic language through writing. (Q47)	Classroom teachers, ELA teachers, and content area teachers did not adequately supplement the curriculum with evidence-based writing strategies to help build students' ability to read and analyze complex texts, during remote teaching and learning. A lack of adequate resources and tools provided to teachers to include multiple opportunities for growth.

**Elementary/Middle School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	33	By June, 2023, Middle School ELA for All Students will Increase 5%, from 33 to 38, as measured by NYS ELA Exam Results.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
iReady Assessments	Increase percentage of students on grade level	21% on or above grade level iReady	At least 25% of students will perform at or above grade level.	At least 35% of students will perform at or above grade level.	At least 40% of students will perform at or above grade level.

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/30/2022	Professional Learning: First Week of School: Rigorous Instruction, Knowing Students Well. CHRSE-ELA and other content areas, utilizing Gholdy Mohammad’s pursuits of Identity, skills, intellectualism, criticality, and joy. Review of Instructional and Attendance Tools: IXL, KINVO, Nearpod, Flocabulary PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation. Teachers are updated on the Instructional expectations to communicate levels of priority or purpose of lessons, student experience and assessments. /Review of Multi-Tiered Support Services. / New Teacher Orientation PD Week #2: Book study of Gholdy Mohammad Restoring Equity in Today’s Classroom / Drawing from History to Re-Imagine Literacy Education Review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 2 - Classroom Environment. Implementation of creating the classroom environment as the foundation for discussion, inclusion, and identity. PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
09/01/2022	09/30/2022	Instruction: Teachers modify district approved curriculum, utilizing the CHRSE scorecard as appropriate with student centered instructional materials, and school resources to ensure all students have access to grade level standards. Teacher Leaders evaluate the instructional unit plans utilizing the CHRSE Scorecard and the Tri-State Rubric for ELA and Mathematics.
09/01/2022	09/30/2022	ELA Assessment: Classroom level academic intervention programs are selected, such as Beginning of Year Periodic Assessment, iReady and IXL, are calendared to establish ongoing growth measures. Classroom level assessment administered, graded and analyzed. The results of the assessments will be utilized in Department Meetings to conduct inquiry utilizing the Datawise journey, determine the problem of practice, and learner centered problem.
09/01/2022	09/30/2022	Instructional Leadership Team: Align the focus of the school with Chancellor’s focus: Social-Emotional Learning, Knowing Students Well, Rigorous Instruction - Action Plan evaluate content curriculum with the NYU Score card - Creation of a Care Team for each student: Parent Engagement Coordinator, Advisor, Counselor - Creating an ILT calendar of events, reviewing the school year CEP goals, and mapping out the action plan instructional focus - Creation of ILT Google Classroom. - Downey walkthrough focus -classroom environment (provide Glows and Grows feedback)
09/01/2021	09/30/2022	Collaborative Teachers / Admin Coaching, and Mentors: Creating lab classrooms, setting up inter-visitation schedules and coordinating Downey walkthrough calendar with subsequent debriefs. Organize adult learning cycles. Measuring Tool: Tennis Charts with the Downey Walkthrough Observables The areas of focus are Student Attendance, Structure of Classroom and Lesson are conducive to learning, and implementation of CHRSE is evident.
09/01/2022	09/30/2022	ELA Department Meetings: Effective communication with parent outreach to increase student performance and achievement Set up a calendar with the topics, facilitator calendar, evaluation CEP goals for ELA and action plan. Moving towards promoting student identity, equity, and problem solving through the content Content specific vocabulary **Classroom level academic intervention programs such as iReady and IXL are calendared to establish ongoing growth measures. Classroom level assessment administered, graded and analyzed during the initial Datawise journey to determine problem of practice and learner centered problem , initial grouping(s) . **This work will be done in the ELA meeting. Teachers engage in simulations and case study and discuss appropriate strategies Teachers engage in rich questioning to assess student knowledge Discussing calendar of assessments by grade and standard Tiered instructions according to student needs
09/01/2022	09/30/2022	Grade Team Meetings: Teams review their caseload and begin reaching out to families. As they conduct outreach, the teams think about “How do families feel appreciated, valued, and heard?” Curriculum Night will include grade team introductions for parents to know grade level care teams
09/01/2022	09/30/2022	Academic Support by School Counselors: The School Counselors review their current caseload of students, review the needs of mandated students, ensuring that every student benefits from academic counseling sessions, workshops, college and career readiness experiences.
09/01/2022	09/30/2022	Social Emotional Support / Services by Social Worker: Students in need of mandated counseling services are assigned to the Social Worker. The Social Worker reviews the IEP’s mandates, and begins to build relationships with the students.

09/01/2022	09/30/2022	Community Based Organization- Replications: The Replications and school leadership meet to discuss the school and agency roles, goals, expectations, and program evaluation. Collaborative meeting between CBOs and school community to discuss services
09/01/2022	09/30/2022	Parental Engagement: Bi-Weekly Town Halls and welcoming to new school year are provided for parents to receive instructional updates, grading policy, and Kinvo is the platform to be used in the first response with parents to discuss attendance.
09/01/2022	09/30/2022	Review of Performance for all students and by subgroups to adjust instruction: Administrators, School Leadership Team, and Instructional Leadership Team review the academic performance in iReady from the previous year, and determine goals for the upcoming year.
10/01/2022	10/31/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation. Ensure Unit Plans demonstrate the integration of MTSS and CRSE in the implementation of instructional practices PD Week #2: Book study of Gholdy Mohammad Teaching and Learning with Four-Layered HRL Framework: Identity, Skills, Intellect, and Criticality Review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 2 - Classroom Environment. /Identify students within Multi-Tiered Support Services and review current behavioral and academic interventions in place, as they support individual needs for students. PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
10/01/2022	10/31/2022	Instruction: Instructional Expectation and learning plan was created, updated, and revised to align the school's priorities with the district priorities. This includes the integration of the Advanced Literacy Hallmarks and Culturally Responsive Learning. SEL was embedded into the instructional day in a two fold step: Daily instruction and Advisory periods to ensure the wellness of students throughout the day. In ensuring that students were able to navigate classrooms and understand daily expectations, teachers implemented a Daily Flow (Agenda) for students and uploaded resources that students could refer back to.
10/01/2022	10/31/2022	ELA Assessment: Teachers and Teacher Leaders/ Administrators discuss classroom level results from assessments, iReady and Beginning of Year Assessments to determine the academic interventions that will be provided to students.
10/01/2022	10/31/2022	Instructional Leadership Team: Begin DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Step 1: Organize Collaborative Work Adopt the improvement process, build a strong system of data teams with teachers in the driver's seat, set aside time for collaborative work, expectations and norms for meetings
10/01/2022	10/31/2022	Collaborative Teachers / Admin Coaching, and Mentors: One on one meetings with school leaders: Create and finalize the Collaborative Teacher Plan Measuring Tool: Tennis Chart related to the 3-5 minute Downey Walkthroughs, gathering information in the following areas: - Is there evidence of past and present learning students can refer to? - Are students doing what the teachers want them to do? - Are the instructional activities purposefully planned and aligned to CHRSE?
10/01/2022	10/31/2022	ELA Department Meetings: Department teams meet using the Tennis Chart to self-reflect on the application of school-wide structures for setting up classrooms Step 1: Organize Collaborative Work Adopt the improvement process, build a strong system of data teams with teachers in the driver's seat, set aside time for collaborative work, expectations and norms for meetings Begin DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education by setting aside time for collaborative work, norms for meetings, and complete the Compass Point Activity
10/01/2022	10/31/2022	Grade Team Meetings: Introduce and implement Kid-Talk and Family Round-Table Protocols
10/01/2022	10/31/2022	Parental Engagement: Mental Health and community workshops are offered to parents. Technological support has been provided to parents to ensure students can navigate the process as well as increase attendance/ participation in daily classes. Parents were offered a workshop on stress management to assist with developing positive coping skills during this time. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage parents and guardians in building community among families and staff of ACCION Academy.
10/01/2022	10/31/2022	Academic Support by School Counselors: School Counselors work with Teachers and Replications staff to monitor student attendance and engagement in their classrooms. The attendance team also meets to discuss the ladder of outreach and redistribute the roles of non instructional staff who provide student support services. As part of the format, all students are assigned a Care Team consisting of the teacher, the advisor, School Counselor, secretary and family worker. School Counselors meet with the Social Worker and Behavioral Specialist to finalize the Consolidated Plan and their Counseling Program Plan.
10/01/2022	10/31/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Advisors collaborate with teachers to implement the Empowering Education curriculum (Research based Social-Emotional Learning Curriculum), monitor student attendance, and provide social services support. The focus of the team was in identifying key needs of the community, in addition to shifting the roles of all Replications staff to provide more social service support to our learning community.
10/01/2022	10/31/2022	Review of Performance for all students and by subgroups to adjust instruction: Teachers administer, track completion rates, and score beginning of year baselines and iReady assessments.

11/01/2022	11/30/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on questioning and discussion, as they pertain to student discourse and assessment - From the lens of MTSS PD Week #2: Book study of Gholdy Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
11/01/2022	11/30/2022	Instruction: Teachers focus on alignment between grade level standard taught, activities/assessments used, providing individual or small group academic intervention, and maximizing both synchronous and asynchronous time. Teachers identify the core snapshot assessments and engage students in learning the skills and standards for students to demonstrate mastery.
11/01/2022	11/30/2022	ELA Assessment: The Instructional Leadership Teams meet to review student performance data in iReady and Beginning of Year Assessments. Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance is monitored for all students. Results are shared with the Instructional Leadership Team and Departments.
11/01/2022	11/30/2022	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process Focus: Culturally Relevant/Responsive Education Step 1: Organize Collaborative Work Create user-friendly data inventory and instructional initiative inventory Step 2: Build Assessment Literacy Data literacy review for all relevant stakeholders Review what the results mean in user friendly context Learn/review principles of responsible and meaningful data interpretation and use
11/01/2022	11/30/2022	Collaborative Teachers / Admin Coaching, and Mentors: Small group and one to one coaching with teachers to ensure Google Classrooms, the Zoom Room, and physical classrooms are spaces that are conducive to learning Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and Beginning of Year Assessment Data
11/01/2022	11/30/2022	ELA Department Meetings: The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Step 1: Organize Collaborative Work Create user-friendly data inventory and instructional initiative inventory Step 2: Build Assessment Literacy Data literacy review for all relevant stakeholders Review what the results mean in user friendly context Learn/review principles of responsible and meaningful data interpretation and use
11/01/2022	11/30/2022	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine possible problems of practice and student centered problems.
11/01/2022	11/30/2022	Parental Engagement: Parent Teacher Conferences, updates aligned to Title I expectations (student achievement, report cards, accessing NYSCA), ongoing mental health and community activities. Cooking class workshop, in a 4 part series, created to promote a positive family outlet and build community between families and ACCION Academy. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
11/01/2022	11/30/2022	Academic Support by School Counselors: School counselors review student report card grades, meet with students who have "NX" scores, and begin to hold one on one goal setting conferences with students. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
11/01/2022	11/30/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Student Advisor (CBO), to promote improved Social Emotional intellectual growth.
11/01/2022	11/30/2022	Review of Performance for all students and by subgroups to adjust instruction: The results from iReady and Schoolnet are analyzed. Individualized intervention plans are created based on the teacher tiered strategies for intervention.
12/01/2022	12/31/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on questioning and discussion, as they pertain to student discourse and assessment - From the lens of CHRSE PD Week #2: Book study of Gholdy Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
12/01/2022	12/31/2022	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
12/01/2022	12/31/2022	ELA Assessment: Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance and lesson proficiency is monitored for all students and subgroups. Results are shared with the Instructional Leadership Team and Departments.

12/01/2022	12/31/2022	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 3: Create data overview Choose an academic area of focus, display all relevant data together to triangulate, analyze data from different angles, allow the data team to make sense of the data and identify the priority question
12/01/2022	12/31/2022	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings with teachers to review progress monitoring results and ensure alignment with school-wide professional learning and best practices Focus: Looking at student work Student's implementation of RADDs and possible feedback Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady assessment data
12/01/2022	12/31/2022	ELA Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 3: Create data overview Choose an academic area of focus, display all relevant data together to triangulate, analyze data from different angles, allow the data team to make sense of the data and identify the priority question
12/01/2022	12/31/2022	Grade Team Meetings: Grade Teams create interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills, intellect, criticality, and joy For this month, the focus will be on identity and skills Teachers will be provided with a template for them to fill in the parts of the assignment and their planning ideas.
12/01/2022	12/31/2022	Parental Engagement: Ongoing town halls, mental health and community workshops. Workshop on Advocacy for Skills for Families facilitated by includeNYC, 12/15/2020. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
12/01/2022	12/31/2022	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
12/01/2022	12/31/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
12/01/2022	12/31/2022	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
01/01/2023	01/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation - Review, edit, and finalize first semester's unit plans PD Week #2: Book study of Ghody Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days Product: Written essays using NYSED prompts SpEd and ENL Strategies: Provide differentiation and scaffolds, as per students' individual needs.
01/01/2023	01/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
01/01/2023	01/31/2023	ELA Assessment: Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance is monitored for all students. Results are shared with the Instructional Leadership Team and Departments.
01/01/2023	01/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 4: Dig into student data Examine a wide range of student data, assembling a data inventory, come to a shared understanding of what student data shows, identify a learner-centered problem
01/01/2023	01/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings with teachers to review progress monitoring results and ensure alignment with school-wide professional learning best practices Focus: Looking at quality of student work, aligned to the NYSED rubric Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and baseline assessment data
01/01/2023	01/31/2023	ELA Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 4: Dig into student data Examine a wide range of student data, assembling a data inventory, come to a shared understanding of what student data shows, identify a learner-centered problem

01/01/2023	01/31/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine possible strategies to improve student discourse, comprehension, or writing in extended response questions of state assessments.
01/01/2023	01/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION. Sexual harassment workshop. Supporting your child in preparation for state exams.
01/01/2023	01/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
01/01/2023	01/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
01/01/2023	01/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse and writing strategies for assessment, provided by Special Education and English as a New Language Teachers (Special Populations Teachers) PD Week #2: Culturally Responsive unit plans and tasks PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days Product: Written essays using NYSED prompts, when required, to compare two different texts SpEd and ENL Strategies: Remove scaffolds and differentiations, unless required on the IEP
02/01/2023	02/28/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
02/01/2023	02/28/2023	ELA Assessment: Ongoing alignment of content with NYCDOE and D12 curriculum, instructional resources, and assessments. Continue to administer, score, and monitor the progress of district assessments (snapshots, periodic assessments, iReady).
02/01/2023	02/28/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 5- Examine Instruction Examine (with curiosity) a wide range of instructional data, get a clear vision about the purpose of observation, come to a shared understanding of what is happening in the classrooms, identify a "problem of practice"
02/01/2023	02/28/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to formally introduce Culturally Responsive teaching and learning, and understanding implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady assessment data
02/01/2023	02/28/2023	ELA Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 5- Examine Instruction Examine (with curiosity) a wide range of instructional data, get a clear vision about the purpose of observation, come to a shared understanding of what is happening in the classrooms, identify a "problem of practice"
02/01/2023	02/28/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine the effectiveness of the student discourse, comprehension, or writing in extended response questions of state assessments.
02/01/2023	02/28/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.

02/01/2023	02/28/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
02/01/2023	02/28/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
02/01/2023	02/28/2023	Review of Performance for all students and by subgroups to adjust instruction: The results from iReady and Schoolnet are analyzed. Individualized intervention plans are created based on the teacher tiered strategies for intervention.
03/01/2023	03/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse and writing strategies for assessment, provided by Special Education and English as a New Language Teachers (Special Populations Teachers) PD Week #2: Culturally Responsive unit plans and tasks PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
03/01/2023	03/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
03/01/2023	03/31/2023	ELA Assessment: Ongoing alignment of content with NYCDOE and D12 curriculum, instructional resources, and assessments. Continue to administer, score, and monitor the progress of district assessments (snapshots, periodic assessments, iReady). Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 6: Develop an action plan- MTSS Decide on a plan with instructional strategies, agree on what the plan will look like and how it will be operationalized in the classroom, put the plan in writing for a shared understanding
03/01/2023	03/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 6: Develop an action plan Decide on a plan with instructional strategies, agree on what the plan will look like and how it will be operationalized in the classroom, put the plan in writing for a shared understanding
03/01/2023	03/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts
03/01/2023	03/31/2023	ELA Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive / Steps 6: Develop an action plan Decide on a plan with instructional strategies, agree on what the plan will look like and how it will be operationalized in the classroom, put the plan in writing for a shared understanding
03/01/2023	03/31/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine the effectiveness of the student discourse, comprehension, or writing in extended response questions of state assessments.
03/01/2023	03/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION. Child abuse prevention workshop for parents. Academic parent meeting for at risk students.
03/01/2023	03/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
03/01/2023	03/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
03/01/2023	03/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.

04/01/2023	04/30/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse through the use of Socratic Seminar PD Week #2: Social Justice Project Based Teaching PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
04/01/2023	04/30/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
04/01/2023	04/30/2023	ELA Assessment: Administer the NYS Exam and NYSESLAT Exam
04/01/2023	04/30/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 7: Plan to Assess Progress Choose assessments in advance to measure progress and evaluate the plan
04/01/2023	04/30/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts
04/01/2023	04/30/2023	ELA Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive Steps 7: Plan to Assess Progress- MTSS Choose assessments in advance to measure progress and evaluate the plan
04/01/2023	04/30/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills, criticality
04/01/2023	04/30/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
04/01/2023	04/30/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
04/01/2023	04/30/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
04/01/2023	04/30/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
05/01/2023	05/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse through the use of Socratic Seminar PD Week #2: Social Justice Project Based Teaching PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
05/01/2023	05/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
05/01/2023	05/31/2023	ELA Assessment: Administer and score the final iReady and EOY Assessments
05/01/2023	05/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again
05/01/2023	05/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and End of Year assessment data



05/01/2023	05/31/2023	ELA Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive Steps 7: Plan to Assess Progress- MTSS Choose assessments in advance to measure progress and evaluate the plan
05/01/2023	05/31/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources, as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Gholdy Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills,intellect, criticality, and joy For this month, the focus will be on criticality, and joy
05/01/2023	05/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
05/01/2023	05/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
05/01/2023	05/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
05/01/2023	05/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
06/01/2023	06/30/2023	Professional Learning: PD Week #1 and 2: Alignment to Danielson Framework for Teaching Domain 1 - Review, edit, and finalize unit plans and evaluate based on CHRSE Score Card. PD Week #3: Reflection on Danielson Framework for Teaching Component 4e Growth and Professional Development PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
06/01/0023	06/30/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
06/01/2023	06/30/2023	ELA Assessment: Administer and score the final iReady and EOY Assessments
06/01/2023	06/30/2023	Instructional Leadership Team: Reflect on the overall DataWise Journey Improvement Process, and organize collaborative work for the upcoming year Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again
06/01/2023	06/30/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and End of Year assessment data
06/01/2023	06/30/2023	ELA Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive. Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again
06/01/2023	06/30/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources, as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Gholdy Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills,intellect, criticality, and joy For this month, the focus will be on intellect, criticality, and joy
06/01/2023	06/30/2022	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
06/01/2023	06/30/2023	Academic Support by School Counselors: School Counselors review student passing rate and increase in student performance. The Counselors review and adjust their counseling plan to meet the needs of the students for the upcoming year, and recommend new target goals in the Instructional Leadership Team meeting.

06/01/2023	06/30/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
06/01/2023	06/30/2023	Review of Performance for all students and by subgroups to adjust instruction: Results from iReady and End of Year Assessments are analyzed. Results are compared to the CEP Goals.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Child Abuse. School Counselors in collaboration with the Parent Coordinator will hold workshops to assist with the introduction, sign up and use of Operoo and explain the grading policy. School Counselors will refer students for after school services. School Counselors will provide crisis intervention and refer accordingly for mental health services. PC. will celebrate back to school night, Dad bring your child to school day, Parent brainstorming discussion and coffee with the P.C	In partnership with Replications CBO, DYCD SONYC, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
10/01/2022	10/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Bullying. School Counselors will meet with students and families that fall under the Chronically absent category. School Counselors will refer students for after school services. School Counselors will provide crisis intervention and refer accordingly for mental health service as needed. School Counselors will host a High School Articulation Workshop for parents and students. PC Will host educative workshop for parents, Host math night and coffee with the P. C	In partnership with Replications CBO, DYCD SONYC, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
11/01/2022	11/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: community referral. P.C Will host an educational workshop for parents, Harvest celebration and ELA night. School Counselors will host a High School Articulation Workshop for parents and students. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will host parent meetings for students who are interested in the Regents program and how to better support them.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
12/01/2022	12/31/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: At-Risk Counseling (how to make a referral) School Counselors will host a High School Articulation Workshop for parents and students. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will meet with students and families who are at risk for promotion in doubt. P.C Will host an educational workshop for parents, Arts and Craft night and Science night	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
01/01/2023	01/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Social Justice School Counselors will host academic workshops for parents on how to support their students for the State Exam. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P. C will host game night for parents, educational workshop, coffee with the P. C	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance

02/01/2023	02/28/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Harmful Substances School Counselors will host an internet Safety workshop. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will meet with students and families who are at risk for promotion in doubt. P.C will conduct an educational workshop for parents, Parent and Student Valentines day dance, Coffee with the P. C	In partnership with Replications CBO, Parent Coordinator, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
03/01/2023	03/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Special Education referral process (parents/staff) School Counselors will host Child Abuse Prevention workshop for parents. School Counselors will meet with students and families who are at risk for promotion in doubt. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P. C. will host parent paint night, educational workshop, coffee with the P. C.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
04/01/2023	04/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Anxiety/depression warning signs School Counselors will host an information session for parents of students nominated for the DREAM program School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will host a High School Results meeting. P.C. educational workshop, Coffee with the P.C.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
05/01/2023	05/31/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: mindfulness School Counselors will meet with students and families who are at risk for promotion in doubt. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. College and Career fair for students and families P.C will host a mother's day event, parent brainstorming discussion for the upcoming year, coffee with the P.C and educational workshop	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
06/01/2023	06/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: School Counselors will conference with students and parents on promotional decision letters. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P.C will host an Art Festival for parents and student, Graduation towalls, Fathers day celebration and educational workshop	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance

Human Resources	Classroom Teachers, Teacher Leaders, Consultants, Teachers, Assistant Principal, School Counselors, Social Worker, Behavioral Specialist
Instructional Resources	Consumable supplies and instructional materials.
Schedule Adjustments	N/A
Other Resources Needed	Per Session and Per Diem as needed

## AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on

student outcomes.

- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Engage students in rigorous discourse that allows them to explore and understand literary concepts, processes and relationships.	Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2021-2022 Findings: 61% of teachers say that they have resources and tools needed to include multiple opportunities for students to build knowledge by engaging in variety of texts and tasks that feature big ideas other's ideas , rich content and multiple perspectives. (Q44) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2021-2022 Findings: 67% of teachers say that they have resources and tools needed to include multiple opportunities for students to interact with complex grade level text and tasks. (Q46)	Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Frequent program changes, teacher absences, mid-year student transfers, no common planning amongst staff and turn-keying professional developments Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Insufficient school- wide support to ensure ALL teachers implement student discourse to engage and assess students. The types of training effectiveness data that are collected and used are insufficient to inform improvements.
Engage students in Culturally Responsive teaching and learning.	Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2021-2022 Findings: 69% of teachers say that they have resources and tools needed to include multiple opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural and linguistic perspective. (Q. 48) ay that their teachers make the lessons relevant to their everyday life experiences. (Q1j) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 80% of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful. (Q1f)	Training in data, classroom level systems and practices related to CHRSE were not prioritized in the previous year. Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Insufficient school-wide support to ensure ALL building staff have been trained in Culturally Historical Responsive and Sustaining Education. The types of training effectiveness data that are collected and used are insufficient to inform improvements.
Develop students' ability to close read and analyze complex mathematical real-world problems.	Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 85% of teachers say that students use data or text references to support their ideas. (Q21b) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 74% of students say that their classes at their school make them think critically. (Q4g) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 85% of students say that teachers want students to become better thinkers, not just memorize things. (Q5e)	Classroom teachers, Math teachers, and content area teachers did not adequately supplement the curriculum with evidence-based reading comprehension strategies to help build students' ability to read and analyze complex texts, during remote teaching and learning.
Provide students with strategies to extend their responses on assignments and extended responses on assessments.	Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 64%of students say that teachers ask difficult questions on tests. (Q5b) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 60%of students say that teachers ask difficult questions in class. (Q5c) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 69% of teachers say that students respond to challenging test questions. (Q22e) Data Source: School Quality Guide Survey Section: Strong Core Instruction Year: 2018-2019 Findings: 62% of teachers say that students respond to challenging questions in class. (Q22g)	Classroom teachers, Math teachers, and content area teachers did not adequately supplement the curriculum with evidence-based writing strategies to help build students' ability to read and analyze complex texts, during remote teaching and learning.

**Elementary/Middle School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	9	By June, 2023, there will be an 11%, from 9% to 20%, in student proficiency as measured by the NYS Math exam.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
iReady Assessments	Increase percentage of students on grade level		At least 15% of students are performing at or above grade level.	At least 20% of students are performing at or above grade level.	At least 30% of students are performing at or above grade level.

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/30/2022	Professional Learning: First Week of School: Rigorous Instruction, Knowing Students Well. CHRSE-Math and other content areas, utilizing Gholdy Mohammad’s pursuits of Identity, skills, intellectualism, criticality, and joy. Review of Instructional and Attendance Tools: IXL, KINVO, Nearpod, Flocabulary PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation. Teachers are updated on the Instructional expectations to communicate levels of priority or purpose of lessons, student experience and assessments. /Review of Multi-Tiered Support Services. / New Teacher Orientation PD Week #2: Book study of Gholdy Mohammad Restoring Equity in Today’s Classroom / Drawing from History to Re-Imagine Literacy Education Review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 2 - Classroom Environment. Implementation of creating the classroom environment as the foundation for discussion, inclusion, and identity. PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
09/01/2022	09/30/2022	Instruction: Teachers modify district approved curriculum, utilizing the CHRSE scorecard as appropriate with student centered instructional materials, and school resources to ensure all students have access to grade level standards. Teacher Leaders evaluate the instructional unit plans utilizing the CHRSE Scorecard and the Tri-State Rubric for Math and Mathematics.
09/01/2022	09/30/2022	Math Assessment: Classroom level academic intervention programs are selected, such as Beginning of Year Periodic Assessment, iReady and IXL, are calendared to establish ongoing growth measures. Classroom level assessment administered, graded and analyzed. The results of the assessments will be utilized in Department Meetings to conduct inquiry utilizing the Datawise journey, determine the problem of practice, and learner centered problem.
09/01/2022	09/30/2022	Instructional Leadership Team: lighn the focus of the school with Chancellor’s focus: Social-Emotional Learning, Knowing Students Well, Rigorous Instruction - Action Plan evaluate content curriculum with the NYU Score card - Creation of a Care Team for each student: Parent Engagement Coordinator, Advisor, Counselor - Creating an ILT calendar of events, reviewing the school year CEP goals, and mapping out the action plan instructional focus - Creation of ILT Google Classroom. - Downey walkthrough focus -classroom environment (provide Glows and Grows feedback)
09/01/2022	09/30/2022	Collaborative Teachers / Admin Coaching, and Mentors: Creating lab classrooms, setting up inter-visitation schedules and coordinating Downey walkthrough calendar with subsequent debriefs. Organize adult learning cycles. Measuring Tool: Tennis Charts with the Downey Walkthrough Observables The areas of focus are Student Attendance, Structure of Classroom and Lesson are conducive to learning, and implementation of CHRSE is evident.
09/01/2022	09/30/2022	Math Department Meetings: Effective communication with parent outreach to increase student performance and achievement Set up a calendar with the topics, facilitator calendar, evaluation CEP goals for Math and action plan. Moving towards promoting student identity, equity, and problem solving through the content Content specific vocabulary **Classroom level academic intervention programs such as iReady and IXL are calendared to establish ongoing growth measures. Classroom level assessment administered, graded and analyzed during the initial Datawise journey to determine problem of practice and learner centered problem , initial grouping(s) . **This work will be done in the Math meeting. Teachers engage in simulations and case study and discuss appropriate strategies Teachers engage in rich questioning to assess student knowledge Discussing calendar of assessments by grade and standard Tiered instructions according to student needs
09/01/2022	09/30/2022	Grade Team Meetings: Teams review their caseload and begin reaching out to families. As they conduct outreach, the teams think about “How do families feel appreciated, valued, and heard?” Curriculum Night will include grade team introductions for parents to know grade level care teams

09/01/2022	09/30/2022	Academic Support by School Counselors: The School Counselors review their current caseload of students, review the needs of mandated students, ensuring that every student benefits from academic counseling sessions, workshops, college and career readiness experiences.
09/01/2022	09/30/2021	Social Emotional Support / Services by Social Worker: Students in need of mandated counseling services are assigned to the Social Worker. The Social Worker reviews the IEP's mandates, and begins to build relationships with the students.
09/01/2022	09/30/2022	Community Based Organization- Replications: The Replications and school leadership meet to discuss the school and agency roles, goals, expectations, and program evaluation. Collaborative meeting between CBOs and school community to discuss services
09/01/2022	09/30/2022	Parental Engagement: Bi-Weekly Town Halls and welcoming to new school year are provided for parents to receive instructional updates, grading policy, and Kinvo is the platform to be used in the first response with parents to discuss attendance.
09/01/2022	09/30/2022	Review of Performance for all students and by subgroups to adjust instruction: Administrators, School Leadership Team, and Instructional Leadership Team review the academic performance in iReady from the previous year, and determine goals for the upcoming year.
10/01/2022	10/31/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation. Ensure Unit Plans demonstrate the integration of MTSS and CRSE in the implementation of instructional practices PD Week #2: Book study of Gholdy Mohammad Teaching and Learning with Four-Layered HRL Framework: Identity, Skills, Intellect, and Criticality Review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 2 - Classroom Environment. /Identify students within Multi-Tiered Support Services and review current behavioral and academic interventions in place, as they support individual needs for students. PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
10/01/2022	10/31/2022	Instruction: Instructional Expectation and learning plan was created, updated, and revised to align the school's priorities with the district priorities. This includes the integration of the Advanced Literacy Hallmarks and Culturally Responsive Learning. SEL was embedded into the instructional day in a two fold step: Daily instruction and Advisory periods to ensure the wellness of students throughout the day. In ensuring that students were able to navigate classrooms and understand daily expectations, teachers implemented a Daily Flow (Agenda) for students and uploaded resources that students could refer back to.
10/01/2022	10/31/2022	Math Assessment: Teachers and Teacher Leaders/ Administrators discuss classroom level results from assessments, iReady and Beginning of Year Assessments to determine the academic interventions that will be provided to students.
10/01/2022	10/31/2022	Instructional Leadership Team: Begin DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Step 1: Organize Collaborative Work Adopt the improvement process, build a strong system of data teams with teachers in the driver's seat, set aside time for collaborative work, expectations and norms for meetings
10/01/2022	10/31/2022	Collaborative Teachers / Admin Coaching, and Mentors: One on one meetings with school leaders: Create and finalize the Collaborative Teacher Plan Measuring Tool: Tennis Chart rMathted to the 3-5 minute Downey Walkthroughs, gathering information in the following areas: - Is there evidence of past and present learning students can refer to? - Are students doing what the teachers want them to do? - Are the instructional activities purposefully planned and aligned to CHRSE?
10/01/2022	10/31/2022	Math Department Meetings: Department teams meet using the Tennis Chart to self-reflect on the application of school-wide structures for setting up classrooms Step 1: Organize Collaborative Work Adopt the improvement process, build a strong system of data teams with teachers in the driver's seat, set aside time for collaborative work, expectations and norms for meetings Begin DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education by setting aside time for collaborative work, norms for meetings, and complete the Compass Point Activity
10/01/2022	10/31/2022	Parental Engagement: Mental Health and community workshops are offered to parents. Technological support has been provided to parents to ensure students can navigate the process as well as increase attendance/ participation in daily classes. Parents were offered a workshop on stress management to assist with developing positive coping skills during this time. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage parents and guardians in building community among families and staff of ACCION Academy.
10/01/2022	10/31/2022	Academic Support by School Counselors: School Counselors work with Teachers and Replications staff to monitor student attendance and engagement in their classrooms. The attendance team also meets to discuss the ladder of outreach and redistribute the roles of non instructional staff who provide student support services. As part of the format, all students are assigned a Care Team consisting of the teacher, the advisor, School Counselor, secretary and family worker. School Counselors meet with the Social Worker and Behavioral Specialist to finalize the Consolidated Plan and their Counseling Program Plan.

10/01/2022	10/31/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Advisors collaborate with teachers to implement the Empowering Education curriculum (Research based Social-Emotional Learning Curriculum), monitor student attendance, and provide social services support. The focus of the team was in identifying key needs of the community, in addition to shifting the roles of all Replications staff to provide more social service support to our learning community.
10/01/2022	10/31/2022	Review of Performance for all students and by subgroups to adjust instruction: Teachers administer, track completion rates, and score beginning of year baselines and iReady assessments.
11/01/2022	11/30/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on questioning and discussion, as they pertain to student discourse and assessment - From the lens of MTSS PD Week #2: Book study of Gholdy Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
11/01/2022	11/30/2022	Instruction: Teachers focus on alignment between grade level standard taught, activities/assessments used, providing individual or small group academic intervention, and maximizing both synchronous and asynchronous time. Teachers identify the core snapshot assessments and engage students in learning the skills and standards for students to demonstrate mastery.
11/01/2022	11/30/2022	Math Assessment: The Instructional Leadership Teams meet to review student performance data in iReady and Beginning of Year Assessments. Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance is monitored for all students. Results are shared with the Instructional Leadership Team and Departments.
11/01/2022	11/30/2022	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process Focus: Culturally Relevant/Responsive Education Step 1: Organize Collaborative Work Create user-friendly data inventory and instructional initiative inventory Step 2: Build Assessment Literacy Data literacy review for all relevant stakeholders Review what the results mean in user friendly context Learn/review principles of responsible and meaningful data interpretation and use
11/01/2022	11/30/2022	Collaborative Teachers / Admin Coaching, and Mentors: Small group and one to one coaching with teachers to ensure Google Classrooms, the Zoom Room, and physical classrooms are spaces that are conducive to learning Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and Beginning of Year Assessment Data
11/01/2022	11/30/2022	Math Department Meetings: The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Step 1: Organize Collaborative Work Create user-friendly data inventory and instructional initiative inventory Step 2: Build Assessment Literacy Data literacy review for all relevant stakeholders Review what the results mean in user friendly context Learn/review principles of responsible and meaningful data interpretation and use
11/01/2022	11/30/2022	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine possible problems of practice and student centered problems.
11/01/2022	11/30/2022	Parental Engagement: Parent Teacher Conferences, updates aligned to Title I expectations (student achievement, report cards, accessing NYSCA), ongoing mental health and community activities. Cooking class workshop, in a 4 part series, created to promote a positive family outlet and build community between families and ACCION Academy. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
11/01/2022	11/30/2022	Academic Support by School Counselors: School counselors review student report card grades, meet with students who have "NX" scores, and begin to hold one on one goal setting conferences with students. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
11/01/2022	11/30/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Student Advisor (CBO), to promote improved Social Emotional intellectual growth.
11/01/2022	11/30/2022	Review of Performance for all students and by subgroups to adjust instruction: The results from iReady and Schoolnet are analyzed. Individualized intervention plans are created based on the teacher tiered strategies for intervention.
12/01/2022	12/31/2022	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on questioning and discussion, as they pertain to student discourse and assessment - From the lens of CHRSE PD Week #2: Book study of Gholdy Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days

12/01/2022	12/31/2022	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
12/01/2022	12/31/2022	Math Assessment: Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance and lesson proficiency is monitored for all students and subgroups. Results are shared with the Instructional Leadership Team and Departments.
12/01/2022	12/31/2022	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 3: Create data overview Choose an academic area of focus, display all relevant data together to triangulate, analyze data from different angles, allow the data team to make sense of the data and identify the priority question
12/01/2022	12/31/2022	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings with teachers to review progress monitoring results and ensure alignment with school-wide professional learning and best practices Focus: Looking at student work Student's implementation of RADDs and possible feedback Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady assessment data
12/01/2022	12/31/2022	Math Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 3: Create data overview Choose an academic area of focus, display all relevant data together to triangulate, analyze data from different angles, allow the data team to make sense of the data and identify the priority question
12/01/2022	12/31/2022	Grade Team Meetings: Grade Teams create interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills,intellect, criticality, and joy For this month, the focus will be on identity and skills Teachers will be provided with a template for them to fill in the parts of the assignment and their planning ideas.
12/01/2022	12/31/2022	Parental Engagement: Ongoing town halls, mental health and community workshops. Workshop on Advocacy for Skills for Families facilitated by includeNYC, 12/15/2020. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
12/01/2022	12/31/2022	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
12/01/2022	12/31/2022	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
12/01/2022	12/31/2022	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
01/01/2023	01/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation - Review, edit, and finalize first semester's unit plans PD Week #2: Book study of Ghody Mohammad Teaching and Learning and selecting historically responsive texts Peer review of Historically Responsive Lesson Plans - Chapter 8 PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
01/01/2023	01/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
01/01/2023	01/31/2023	Math Assessment: Content snapshots are administered and graded. Data analysis of the snapshots and iReady performance is monitored for all students. Results are shared with the Instructional Leadership Team and Departments.
01/01/2023	01/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 4: Dig into student data Examine a wide range of student data, assembling a data inventory, come to a shared understanding of what student data shows, identify a learner-centered problem



01/01/2023	01/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings with teachers to review progress monitoring results and ensure alignment with school-wide professional learning best practices Focus: Looking at quality of student work, aligned to the NYSED rubric Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and baseline assessment data
01/01/2023	01/31/2023	Math Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 4: Dig into student data Examine a wide range of student data, assembling a data inventory, come to a shared understanding of what student data shows, identify a learner-centered problem
01/01/2023	01/31/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine possible strategies to improve student discourse, comprehension, or writing in extended response questions of state assessments.
01/01/2023	01/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION. Sexual harassment workshop. Supporting your child in preparation for state exams.
01/01/2023	01/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
01/01/2023	01/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress/attendance based on families receiving or in need of social services support. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
01/01/2023	01/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse and writing strategies for assessment, provided by Special Education and Mathematics as a New Language Teachers (Special Populations Teachers) PD Week #2: Culturally Responsive unit plans and tasks PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
02/01/2023	02/28/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
02/01/2023	02/28/2023	Math Assessment: Ongoing alignment of content with NYCDOE and D12 curriculum, instructional resources, and assessments. Continue to administer, score, and monitor the progress of district assessments (snapshots, periodic assessments, iReady).
02/01/2023	02/28/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 5- Examine Instruction Examine (with curiosity) a wide range of instructional data, get a clear vision about the purpose of observation, come to a shared understanding of what is happening in the classrooms, identify a "problem of practice"
02/01/2023	02/28/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to formally introduce Culturally Responsive teaching and learning, and understanding implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady assessment data
02/01/2023	02/28/2023	Math Department Meetings: Teachers continue to align their lessons to content standards, prioritizing the standards provided by District 12, assess students using the snapshots, and make necessary revisions. The team will use Multi-Tiered Support Services to select the intervention that would best benefit subgroups of students. Steps 5- Examine Instruction Examine (with curiosity) a wide range of instructional data, get a clear vision about the purpose of observation, come to a shared understanding of what is happening in the classrooms, identify a "problem of practice"

02/01/2023	02/28/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine the effectiveness of the student discourse, comprehension, or writing in extended response questions of state assessments.
02/01/2023	02/28/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
02/01/2023	02/28/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
02/01/2023	02/28/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
02/01/2023	02/28/2023	Review of Performance for all students and by subgroups to adjust instruction: The results from iReady and Schoolnet are analyzed. Individualized intervention plans are created based on the teacher tiered strategies for intervention.
03/01/2023	03/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse and writing strategies for assessment, provided by Special Education and Mathematics as a New Language Teachers (Special Populations Teachers) PD Week #2: Culturally Responsive unit plans and tasks PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
03/01/2023	03/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
03/01/2023	03/31/2023	Math Assessment: Ongoing alignment of content with NYCDOE and D12 curriculum, instructional resources, and assessments. Continue to administer, score, and monitor the progress of district assessments (snapshots, periodic assessments, iReady).
03/01/2023	03/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 6: Develop an action plan- MTSS Decide on a plan with instructional strategies, agree on what the plan will look like and how it will be operationalized in the classroom, put the plan in writing for a shared understanding
03/01/2023	03/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts
03/01/2023	03/31/2023	Math Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive / Steps 6: Develop an action plan Decide on a plan with instructional strategies, agree on what the plan will look like and how it will be operationalized in the classroom, put the plan in writing for a shared understanding
03/01/2023	03/31/2023	Grade Team Meetings: The team implements Kid-Talk meetings and family round-table meetings; as well as looking at student work. The work looked at is used to determine the effectiveness of the student discourse, comprehension, or writing in extended response questions of state assessments.
03/01/2023	03/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION. Child abuse prevention workshop for parents. Academic parent meeting for at risk students.
03/01/2023	03/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
03/01/2023	03/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.

03/01/2023	03/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
04/01/2023	04/30/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse through the use of Socratic Seminar PD Week #2: Social Justice Project Based Teaching PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
04/01/2023	04/30/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
04/01/2023	04/30/2023	Math Assessment: Administer the NYS Exam and NYSESLAT Exam
04/01/2023	04/30/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 7: Plan to Assess Progress Choose assessments in advance to measure progress and evaluate the plan
04/01/2023	04/30/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts
04/01/2023	04/30/2023	Math Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive Steps 7: Plan to Assess Progress- MTSS Choose assessments in advance to measure progress and evaluate the plan
04/01/2023	04/30/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills, criticality
04/01/2023	04/30/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
04/01/2023	04/30/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
04/01/2023	04/30/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
04/01/2023	04/30/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
05/01/2023	05/31/2023	Professional Learning: PD Week #1: Alignment to Danielson Framework for Teaching Domain 1 - Planning and Preparation with focus on student discourse through the use of Socratic Seminar PD Week #2: Social Justice Project Based Teaching PD Week #3: Alignment to Danielson Framework for Teaching Domain 3- Questioning and Discussion; Engagement; Assessment PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days
05/01/2023	05/31/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
05/01/2023	05/31/2023	Math Assessment: Administer and score the final iReady and EOY Assessments
05/01/2023	05/31/2023	Instructional Leadership Team: Continue with the DataWise Journey Improvement Process with the focus on Culturally Relevant/Responsive Education Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again

05/01/2023	05/31/2023	Collaborative Teachers / Admin Coaching, and Mentors: One to one coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and End of Year assessment data
05/01/2023	05/31/2023	Math Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive Steps 7: Plan to Assess Progress- MTSS Choose assessments in advance to measure progress and evaluate the plan
05/01/2023	05/31/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources, as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills,intellect, criticality, and joy For this month, the focus will be on criticality, and joy
05/01/2023	05/31/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.
05/01/2023	05/31/2023	Academic Support by School Counselors: Ongoing small group and individual meetings with students to discuss academic progress, and provide support. School Counselors also continue to implement the activities in the School Counseling program and Consolidated Plan.
05/01/2023	05/31/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
05/01/2023	05/31/2023	Review of Performance for all students and by subgroups to adjust instruction: Classroom data is analyzed by subgroups and compared to CEP goals/ District expectations.
06/01/2023	06/30/2023	Professional Learning: PD Week #1 and 2: Alignment to Danielson Framework for Teaching Domain 1 - Review, edit, and finalize unit plans and evaluate based on CHRSE Scorecard. PD Week #3: Reflection on Danielson Framework for Teaching Component 4e Growth and Professional Development PD Week #4: Restore 360 Implementation of Lessons created by the Climate and Culture, and Equity Committee / Individual check-ins upkeep of Asynchronous Google classrooms setup in expectation of snow days Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
06/01/2023	06/30/2023	Instruction: Continuous revision and planning updates based on student performance in comparison to overall expected achievement as agreed upon by the Instructional Leadership Team. Class visits and observations are conducted in alignment to professional learning provided throughout the year, ensuring students are exposed to grade level standards/assessments.
06/01/2023	06/30/2023	Math Assessment: Administer and score the final iReady and EOY Assessments
06/01/2023	06/30/2023	Instructional Leadership Team: Reflect on the overall DataWise Journey Improvement Process, and organize collaborative work for the upcoming year Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again
06/01/2023	06/30/2023	Collaborative Teachers / Admin Coaching, and Mentors: Small group coaching meetings to continue conversations and planning using Culturally Responsive teaching/ learning, and understanding implicit bias Teachers compare their progress monitoring by subgroups and intentionally make decisions in their lessons, based on the results, ensuring they reduce or eliminate implicit bias Measuring Tool: Teacher observation reports ILT Classroom Visits Tennis Charts iReady and End of Year assessment data
06/01/2023	06/30/2023	Math Department Meetings: Revise curriculum and instructional materials to ensure lessons and activities are Culturally Responsive. Steps 8: Act and Assess Implement the action plan, assess student learning, adjust the action plan, celebrate the process and successes, cultivate excitement about starting again
06/01/2023	06/30/2023	Grade Team Meetings: Grade Teams review their curriculum and instructional resources, as they create/implement interdisciplinary final projects that encompass the power standards, reinforce the professional learning strategies, and use Culturally Responsive topics The team will use Dr. Ghody Muhammad's framework, as per the Cultivating Genius book with the five pursuits: identity, skills,intellect, criticality, and joy For this month, the focus will be on intellect, criticality, and joy
06/01/2023	06/30/2023	Parental Engagement: Ongoing town halls, mental health and community workshops. Continued collaboration between Parent Coordinator and Community School Director to develop ideas and different avenues to engage/empower parents/guardians leading toward continued growth in building strong community ties among families and staff of ACCION.

06/01/2023	06/30/2023	Academic Support by School Counselors: School Counselors review student passing rate and increase in student performance. The Counselors review and adjust their counseling plan to meet the needs of the students for the upcoming year, and recommend new target goals in the Instructional Leadership Team meeting.
06/01/2023	06/30/2023	Social Emotional Support / Services by Social Worker and Community Based Organization- Replications: Ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs and needs have been met or addressed. Ongoing mindfulness Advisory classes taking place throughout the academic week, which is facilitated by Teacher and Advisor, to promote improved Social Emotional intellectual growth.
06/01/2023	06/30/2023	Review of Performance for all students and by subgroups to adjust instruction: Results from iReady and End of Year Assessments are analyzed. Results are compared to the CEP Goals.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Child Abuse. School Counselors in collaboration with the Parent Coordinator will hold workshops to assist with the introduction, sign up and use of Operoo and explain the grading policy. School Counselors will refer students for after school services. School Counselors will provide crisis intervention and refer accordingly for mental health services. PC. will celebrate back to school night, Dad bring your child to school day, Parent brainstorming discussion and coffee with the P.C	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
10/01/2022	10/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Bullying. School Counselors will meet with students and families that fall under the Chronically absent category. School Counselors will refer students for after school services. School Counselors will provide crisis intervention and refer accordingly for mental health service as needed. School Counselors will host a High School Articulation Workshop for parents and students. PC Will host educative workshop for parents, Host math night and coffee with the P. C	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
11/01/2022	11/30/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: community referral. P.C Will host an educational workshop for parents, Harvest celebration and Math night. School Counselors will host a High School Articulation Workshop for parents and students. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will host parent meetings for students who are interested in the Regents program and how to better support them.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
12/01/2022	12/31/2022	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: At-Risk Counseling (how to make a referral) School Counselors will host a High School Articulation Workshop for parents and students. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will meet with students and families who are at risk for promotion in doubt. P.C Will host an educational workshop for parents, Arts and Craft night and Science night	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance

01/01/2023	01/31/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Social Justice School Counselors will host academic workshops for parents on how to support their students for the State Exam. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P. C will host game night for parents, educational workshop, coffee with the P. C	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
02/01/2023	02/28/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Harmful Substances School Counselors will host an internet Safety workshop. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will meet with students and families who are at risk for promotion in doubt. P.C will conduct an educational workshop for parents, Parent and Student Valentines day dance, Coffee with the P. C	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
03/01/2023	03/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Special Education referral process (parents/staff) School Counselors will host Child Abuse Prevention workshop for parents. School Counselors will meet with students and families who are at risk for promotion in doubt. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P. C. will host parent paint night, educational workshop, coffee with the P. C.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
04/01/2023	04/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: Anxiety/depression warning signs School Counselors will host an information session for parents of students nominated for the DREAM program School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. School Counselors will host a High School Results meeting. P.C. educational workshop, Coffee with the P.C.	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
05/01/2023	05/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: mindfulness School Counselors will meet with students and families who are at risk for promotion in doubt. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. College and Career fair for students and families P.C will host a mother's day event, parent brainstorming discussion for the upcoming year, coffee with the P.C and educational workshop	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance
06/01/2023	06/30/2023	SW will provide ongoing mandated counseling, provide community referrals as needed, and monitor academic progress based on families who have benefited from social services programs; crisis intervention and at-risk counseling for identified students. Educational Topic: School Counselors will conference with students and parents on promotional decision letters. School Counselors will provide crisis intervention and refer accordingly for mental health services as needed. P.C will host an Art Festival for parents and student, Graduation townhalls, Fathers day celebration and educational workshop	In partnership with Replications CBO, NYC Well and the crisis unit, Montefiore school based clinic, Urban Health, Astor Child Guidance

Human Resources	Classroom Teachers, Teacher Leaders, Consultants, Teachers, Assistant Principal, School Counselors, Social Worker, Behavioral Specialist
Instructional Resources	Consumable supplies and instructional materials.
Schedule Adjustments	N/A
Other Resources Needed	Per Session and Per Diem as needed

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Staff and support staff need extensive professional development and coaching in understanding, planning, and implementing effective Multi-Tiered Support Services (MTSS). To establish a well communicated theory of action that drives an effective supportive environment.	Data Source: School Quality Guide Survey Year: 2021-2022 Findings: 36% of students say that most students at their school treat each other with respect. 68% of students say that students harass, bully, or intimidate other students. 45% of students say that students harass, bully or intimidate each other online (through mobile phones, social media, email or other forms of electronic communication). all activities. (Q1e)	Training in data, systems and practices related to MTSS was not prioritized in the previous year. The School Leadership and Instructional Leads received training from January to June 2021. Communication among school stakeholders regarding the holistic needs of the child was not prioritized or inadequate. Insufficient school-wide support to ensure ALL building staff have been trained in Tier 1 Classroom PBIS and Academic Intervention. The types of training effectiveness data that are collected and used are insufficient to inform improvements. Lack of school survey vocabulary, comprehension, or application of the questions on the survey being asked to stakeholders. Sometimes stakeholders rush through the questions or do not apply their experiences when given prompts. Similar struggle is applied to academic prompts in the classrooms.
Create Tier 1 School Wide PBIS to establish trust between students and school staff in relation to fair and equitable behavioral expectations in the classroom.	Data Source: School Quality Guide Survey Year: 2021-2022 Findings: 56% of students say that discipline is applied fairly in my school. 61% of students say that my teacher's always do what they say they will do. 42% of teachers say that their students follow the rules in class. 36% of teachers say that their students do their work when they are supposed to.	Communication among school staff and students, regarding the holistic needs of the child was not prioritized or inadequate. Some staff members providing personalized attendance support struggle with communicating, coordinating or providing adequate support for families with lack of academic motivation, health conditions, inconsistent/unreliable transportation, housing instability, and involvement with ACS. Once the staff member receives information that merits immediate intervention, the referrals may have not been forwarded to the person who would provide the most beneficial support to families.
There is a need to strengthen effective communication and trust between teachers and the Principal.	Survey Year: 2021-2022 Findings: 19% of teachers and staff say they trust the principal/school leader at their word (to do what they say they will do). 15% of teachers and staff say the principal/school leader at this school is an effective manager who makes the school run smoothly. 25% of teachers and staff say the principal/school leader has confidence in the expertise of the teachers at this school.	Changes in structures and programming

**Supportive Environment Framework (SEF) - Required SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	42	By June, 2023, practices related to Classroom Behavior and students following the established rules will improve 21%, from 42% to 63%, as measured by the 2023 NYC School Survey, resulting in improved Safety & Restorative Approaches to Behavior.
Safety & Restorative Approaches to Behavior	36	By June, 2023, practices related to Classroom Behavior and student to student respect will improve 20%, from 36% to 56%, as measured by the 2023 NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Collaborative & Trusting Relationships	19%	By June, 2023, practices related to Social-Emotional Support will improve 40%, from 19% to 59%, as measured by the 2023 NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.



Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
2022-2023 School-created survey	Jan/Feb 2023: Most students follow the rules in the class- 50%	2022-2023 NYC School Survey	At least 50% of students respond positively to the mock school survey.	At least 58% of students respond positively to the mock school survey.	At least 63% of students respond positively to the mock school survey.
2022-2023 School-created survey	Percentage of positive student responses	Spring : Most students respect each other 36%	At least of 43% students respond positively to the mock school survey.	At least 50% of students respond positively to the mock school survey.	At least 56% of students respond positively to the mock school survey.
2021-2022 School-created survey	Percentage of positive student responses	Spring 2022 Teachers respond to trusting and collaborative relationships: 19%	At least 30% of students respond positively to the mock school survey.	At least 45% of students respond positively to the mock school survey.	At least 60% of students respond positively to the mock school survey.

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/30/2022	Create a schedule and structure for School Leadership and/or Instructional Leadership Teams (ILT) to analyze data and review progress towards NYC Survey SMART goals.
09/01/2022	09/30/2022	Conduct Implicit Bias Awareness workshops with all staff. Including Culturally Relevant Pedagogy with support from the district team.
09/01/2022	10/31/2022	School based staff receive training from NYCDOE Central and District staff in Social Emotional Learning and Restorative Practices. School Climate and Culture Committee Members turnkey professional development to instructional and non-instructional staff.
09/01/2022	10/31/2022	School Administrators, Community School Director, and School Counselors select Empowering Education, research based SEL curriculum materials and resources to support students throughout the day.
09/01/2022	09/30/2022	The Pupil Personnel create a ladder of referral and Multi-Tiered system for interventions needed outside of the classroom, and share the information with staff.
10/01/2022	10/30/2022	Administrators and Teacher Leaders provide professional development and coaching aligned to Culturally Responsive and Sustaining Education, aligned to Dr. Gholdi Muhammad's pursuits for learning, as well as Zaretta Hammond's Culturally Responsive Teaching and the Brain.
10/01/2022	01/31/2023	School equity team meets monthly with the Student Leadership Team / Student Government and the Parent Association input to apply into the decision making process. Collected data from Downey Walkthroughs and Occurrence Reporting School System (OORS) and adjusts tiered intervention.
11/01/2022	01/31/2023	Teachers will incorporate expanded class libraries with well selected books, materials, and resources from publishers that specialize in culturally responsive content that address respect for all.
11/01/2022	01/31/2023	The Culture and Climate Committee Members coordinate student town halls, create student support lessons, and prepare classroom presentations on Social Emotional Learning topics, utilizing the Restore 360 Curriculum. Additional lessons in bullying and cyberbullying awareness are also provided to students.
11/01/2022	01/31/2023	The Instructional Leadership Team meets weekly to ensure curricular resources provide tiered interventions and are culturally responsive. The Instructional Leadership Team evaluates the curriculum using the Culturally Responsive Scorecard.
11/01/2022	01/31/2023	Pupil Personnel meet weekly to discuss student's in a holistic manner that encompasses academic, attendance, and behavioral improvements overtime that will allow for students to be successful. In the teams, when a student is struggling, school staff will also collaborate together to ensure each student has an individualized tiered plan for interventions, and a system for collecting and monitoring student data.

11/01/2022	01/31/2023	Teachers utilize their weekly Parent Engagement time to connect with families and refer them to the pertinent school staff when they present a need. Referrals are made to the Community Based Organization, School Counselors, Social Worker, Behavioral Specialist, and administrators.
12/01/2022	01/31/2023	Mock school surveys are provided twice per semester, to monitor the progress in the areas of focus. The results are then analyzed by the staff and student government, where recommendations to structures and protocols are made/adjusted.
01/01/2023	01/31/2023	Climate and Culture Committee analyze the results of the progress monitoring school created student survey to measure impact in the prompts: "Most students follow the rules in class, Most students work when they are supposed to, send responses to the survey question/prompt, Teachers make the lessons relevant to their everyday life experiences". Using this information, the teams will develop strategies and a plan for the upcoming school year. Results and reflective conversations take place in Department and grade level meetings.
01/01/2023	01/31/2023	Ongoing review of OORS report to compare incidents from the current year to reports from SY 2021-2022. For each incident the Behavioral Specialist, School Counselor, and Administrators will provide follow up support to students and their families, that will prevent these incidents from recurring.
01/01/2023	01/31/2023	Ongoing Behavioral Intervention Plan and At-Risk meetings are conducted to evaluate the short term interventions in place, ensuring meeting long term success that include moving students from a more restrictive environment to a less restrictive environment, or improve overall student attendance.
01/01/2023	01/31/2023	Teachers engage in conversations with students, parents, and advisors to ensure students feel that their workload is manageable and meaningful to their own learning.
01/01/2023	01/31/2023	Grade Team members will meet to create interdisciplinary curricular assignments that can reduce the number of assignments, while at the same time ensuring students are able to meet grade level skills and standard proficiency. The topics for the assignments will have Culturally Relevant and Responsive aligned to Gholdy Muhammad's pursuits: identity, skills, intellect, criticality, and joy.
01/01/2023	01/31/2023	Include students and/or School Leadership Team members in instructional walkthroughs to inform decisions about current progress in meeting NYC School Survey goals.
01/01/2023	01/31/2023	Engage in instructional walkthroughs with ILT to norm instructional positive behavioral intervention strategies, strength-based conversations and feedback, and culturally responsive teaching/learning.
01/01/2023	01/31/2023	Advisory team and Grade Team Leads analyze the results of the progress monitoring school created student survey to measure impact in the prompts: Teachers support students when they are upset, teachers notice if students have trouble learning something, teachers help students catch up if they are behind. Using this information, the teams will develop strategies and a plan to address the results.
01/01/2023	01/31/2023	Downey walkthroughs are conducted by the Climate and Culture Committee, Teacher Leaders, and Administrators to collect school-wide classroom level data and provide teachers with strength based feedback, focused on improving instructional practices. The focus of the visits will be evaluating the quality of Multi-Tiered Support Services (MTSS), and adjusting progress to improve instructional outcomes on classroom level assessment, and periodic assessments.
01/01/2023	01/31/2023	Student Council and School Counselors plan "Respect for All" activities, as well as multiple opportunities for students to celebrate their backgrounds, experiences, and identity within the school community.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Staff members continue to participate in NYCDOE Central Office professional development workshops related to Social; Emotional Learning.
03/01/2023	03/31/2023	Teachers are trained in Culturally Responsive/Relevant education aligned to Dr. Ghody Muhammad's Cultivating Genius work and CRSE Restorative Practices.
03/01/2023	03/31/2023	School Administrators, Community School Director, and School Counselors reflect on the impact of the SEL curriculum as measured by the incidents on the OORS report.
03/01/2023	03/31/2023	School Equity Team continues to provide mock NYC School Surveys, review systems and structures, and adapt based on the needs of the community. The team meets with Student Leadership / Government monthly, to ensure student voices are heard, and feedback is incorporated to daily life.
04/01/2023	04/30/2023	Teacher Leaders continue to work with teachers through professional learning opportunities and one on one meetings, to incorporate Culturally Responsive lessons into their courses, where students can apply their content skills and standards learned to solve social issues.
04/01/2023	04/30/2023	School Counselors, Community School Director, Teacher Leaders, Department Heads, and Administrators meet weekly as part of the Instructional Leadership Team. In meetings academic progress and data is reviewed. Changes to instruction in content and SEL is discussed and then shared with the various departments for implementation. Professional learning calendar is updated as needed.
05/01/2023	05/31/2023	Engage in instructional walkthroughs with ILT to norm instructional positive behavioral intervention strategies, strength-based conversations and feedback, and culturally responsive teaching/learning.
05/01/2023	05/31/2023	Student Council and School Counselors plan "Respect for All" activities, as well as multiple opportunities for students to celebrate their backgrounds, experiences, and identity within the school community.
06/01/2023	06/30/2023	The School Leadership Team and Equity Team reflect on the results of the NYC School Survey and create goals for the 2021-2022 school year.
06/01/2023	06/30/2023	Climate and Culture Committee analyze the results of the progress monitoring school created student survey to measure impact in the prompts: "Most students follow the rules in class, Most students work when they are supposed to, send responses to the survey question/prompt, Teachers make the lessons relevant to their everyday life experiences". Using this information, the teams will develop strategies and a plan for the upcoming school year. Results and reflective conversations take place in Department and grade level meetings.

#### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/30/2023	Weekly Parent Engagement Coordinator Program / Success Mentoring Program sessions for students and their families	Pedagogical Staff
09/01/2022	06/30/2023	Bimonthly Kid Talk Sessions / Round Table Conferences with Parents	School Counselor, Teachers, Administrator, Community School Director, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Monthly School Leadership Team Meetings	Parent Association President, Community School Director, Teachers, DC37 Member
09/01/2022	06/30/2023	Monthly Restorative Circle Sessions for Parents and Caregivers	Teachers and Administrators
09/01/2022	06/30/2023	Monthly Peer Group Connection sessions- 8th grade students serve as 6th grade student mentors	Community School Director and Replications as CBO
09/01/2022	06/30/2023	Monthly Team Building Activities for students, staff, and families: Talent Shows, Spa Day, Sip and Paint, Karaoke Night	Teachers, Administrators, Parent Coordinator
09/01/2022	06/30/2023	Quarterly Town Hall for students and parents: Award Ceremonies, Safety, Cyber Awareness, Bullying	Administrators and Teachers, Replications, GC, SW
09/01/2022	06/30/2023	Semester Community School Fair and Town Halls to provide family voice on schoolwide decision making, implementation of CEP action plan, and provide feedback for the upcoming year.	Community School Director/ Counselors/ PC
09/01/2022	06/30/2023	Quarterly students create a newsletter to parents celebrating their learning experiences connected to their pursuits of Identity, Skills, Intellect, Criticality, and Joy.	Community School Director and Replications as CBO

Human Resources	Community School Director, Teacher Leaders, Consultants, Teachers, Assistant Principal, School Counselors, Social Worker, Behavioral Specialist
Instructional Resources	Consumable supplies and instructional materials, including but not limited to Restore 360 curriculum and resources, supplemented with lessons from Empowering Education
Schedule Adjustments	N/A
Other Resources Needed	Per Session and Per Diem as needed

## **AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Develop appropriately rigorous standard-based annual goals that are aligned to the PLOP.	2021-2022 IEP review data revealed inconsistent SMART goals. 25% of goals were strongly aligned, 75% of goals had moderate alignment.	All stakeholders need to have the appropriate training/PD to understand how to create annual goals.
Develop annual goals that are specific to the students' needs according to the PLOP	2021-2022 IEP review data revealed 25% of goals were strongly aligned to the students' needs, 75% of goals had moderate alignment.	All stakeholders need the appropriate training/PD to understand how to create annual goals that are specific to the needs of the student.
Develop IEPs that have alignment between the PLOP, annual goals, and recommended services.	2021-2022 IEP review data revealed 25% of goals were strongly aligned between the PLOP, annual goals and recommended services, 75% of goals had moderate alignment between the three.	All stakeholders need the appropriate training/PD to understand how to create annual goals that are specific to the needs of the student.

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	25	By June 2023, 85% of all completed IEPs will have annual goals that are specific to the student's needs according to the PLOP.

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
School created IEP Review Dashboard Question 61	Increased percentage of alignment between PLOPs, Annual Goals, and Services	June 2022 NYCDOE IEP Review Questions alignment across Annual Goals, PLOPs and Services was at 25% strong	At least 40% of our Individualized Educational Plan demonstrates alignment across the Present Level of Performance, Annual Goals, and Recommended Programs/Services, as measured by mock IEP Dashboard program.	At least 60% of our Individualized Educational Plan demonstrates alignment across the Present Level of Performance, Annual Goals, and Recommended Programs/Services, as measured by mock IEP Dashboard program.	At least 85% of our Individualized Educational Plan demonstrates alignment across the Present Level of Performance, Annual Goals, and Recommended Programs/Services, as measured by mock IEP Dashboard program.

#### Action Planning

**Directions:** Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	09/30/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	- The Special Education team meets with school administrators prior to the IEP meeting to discuss current placement for the student, effectiveness, and possibility of moving the student to a less restrictive environment. - Students who were placed in the 12:1:1 setting for SY 2021-2022 are currently being re-evaluated internally to determine if they can now benefit from 12:1 or Integrated Co-Teaching settings, as per their needs and growth. - IEP Writing teachers will have training on Quality IEP writing, implementing SDI for IEP students. - IEP reading and math diagnostics and BOY assessments -The SpEd Coordinator and IEP Teacher provide training/professional development on the Declassification Process and students access to Least Restrictive Environment. - The IEP Teacher trains all the staff in using SESIS to read the IEPs. - Special Education teachers have assigned roles within the SpEd department (IEP writing, IEP reviewing and Instructional support) to ensure compliance with finalized IEP due dates.

09/01/2022	09/30/2022	Ensure that transition planning is reflective of student needs for all students who are turning or already are 15 during the year of the IEP being written.	- The SpEd Coordinator, School Counselor/Social Worker, and Psychologist (for Mandated Three-year Evaluations) collaborate to obtain student and parent recommendations/preferences. - The School Counselor meets with the student and the parent, and updates the information on SESIS prior to the final submission date.
10/01/2022	10/31/2022	Develop appropriately rigorous standards-aligned annual goals.	- At the beginning of the year a SpEd Coordinator and the IEP Teacher were selected to work together and ensure that rigorous standard aligned annual goals are developed by staff and implemented in the classroom. - The SpEd Coordinator monitors that appropriate goals are written in the IEP, and the IEP Teacher provides professional learning workshops to teachers and paraprofessionals. - The SpEd Coordinator, School Counselor/Social Worker, and Psychologist (for Mandated Three-year Evaluations) collaborate to obtain student and parent recommendations/preferences.
10/01/2022	10/31/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.	- The SpEd team and school administrator will review the individual Present Level of Performance, Annual Goals, Management Needs alignment. - The team will discuss the management concerns in alignment with the PLOP and annual goals, with the parent and incorporate their suggestions and/or recommendations into the final revision of the IEP. -SpEd team will ensure that effects of student needs explicitly states students' areas of need. - The SpEd Coordinator, School Counselor/Social Worker, and Psychologist (for Mandated Three-year Evaluations) collaborate to obtain student and parent recommendations/preferences.
11/01/2022	11/30/2022	Conduct IEP meetings within specified compliance dates	- The SpEd Coordinator and school administrator meet regularly to review upcoming meetings, expedite students who present extenuating circumstances (such as transitioning from a D75 setting to Community School setting). -The SpEd Coordinator will conduct IEP pre-meetings with meeting participants and administration to ensure the quality and alignment of the IEP prior to the official IEP meeting with the parent/guardian. - SpEd Coordinator and school administration ensures IEP are reviewed and finalized prior to compliance date in SESIS The SpEd Coordinator, School Counselor/Social Worker, and Psychologist (for Mandated Three-year Evaluations) collaborate to obtain student and parent recommendations/preferences. -SIT team evaluates IEPs from start to finish. -Special Education teachers have assigned roles within the SpEd department (IEP writing, IEP reviewing and Instructional support) to ensure compliance with finalized IEP due dates.
12/01/2022	12/31/2022	Monitor referrals to Special Education to ensure appropriate referrals only.	- All referrals to Special Education will go to the SpEd Coordinator who will immediately schedule a meeting for the SITC and LPT (if the student is an MLL/ELL). The team consists of General Education Teacher, Special Education Teacher, Language Teacher, School Counselor, Social Worker, and Administrator. Upon the review of student work samples, proof of academic concern, and assessment results, the team will communicate with the School Based Support Team and families with regards to next steps. -SIT team evaluates IEPs from start to finish.
01/01/2023	01/01/2023	Ensure that programs and services mandated on each student's IEP are delivered.	- The IEP Teacher trains all the staff in using SESIS to read the IEPs. - The IEP Teacher provides professional development related to differentiated instruction and SDI. School leaders and IEP Teacher visit the classroom to ensure implementation. - The SPED Coordinator and school leaders visit classrooms to ensure mandated services are provided to students in the classroom.
02/01/2023	02/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.	- The Special Education team meets with school administrators prior to the IEP meeting to discuss current placement for the student, effectiveness, and possibility of moving the student to a less restrictive environment. - Students who were placed in the 12:1:1 setting for SY 2019-2021 are currently being re-evaluated internally to determine if they can now benefit from 12:1 or Integrated Co-Teaching settings, as per their needs and growth. -The SpEd Coordinator and IEP Teacher provide training/professional development on the Declassification Process and students access to Least Restrictive Environment. - The IEP Teacher trains all the staff in using SESIS to read the IEPs.

02/01/2023	02/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.	- The SpEd Coordinator and School Counselor collaborate to obtain student and parent recommendations/preferences. - The School Counselor meets with the student and the parent, and updates the information on SESIS prior to the final submission date.
03/01/2023	03/31/2023	Ensure that transition planning is reflective of student needs for all students who are turning or already are 15 during the year of the IEP being written.	- At the beginning of the year a SpEd Coordinator and the IEP Teacher were selected to work together and ensure that rigorous standard aligned annual goals are developed by staff and implemented in the classroom. - The SpEd compliance monitors that appropriate goals are written in the IEP, and the IEP Teacher provides professional learning workshops to teachers and paraprofessionals.
03/01/2023	03/31/2023	Develop appropriately rigorous standards-aligned annual goals.	- The SpEd team and school administrator will review the individual Present Level of Performance, Annual Goals, Management Needs alignment. - The team will discuss the management concerns in alignment with the PLOP and annual goals, with the parent and incorporate their suggestions and/or recommendations into the final revision of the IEP. -The SpEd Coordinator will conduct IEP pre-meetings with meeting participants and administration to ensure the quality and alignment of the IEP prior to the official IEP meeting with the parent/guardian.
04/01/2023	04/30/2023	Conduct IEP meetings within specified compliance dates	- The SpEd Coordinator and school administrator meet regularly to review upcoming meetings, expedite students who present extenuating circumstances (such as transitioning from a D75 setting to Community School setting).
05/01/2023	05/31/2023	Conduct IEP meetings within specified compliance dates	- SpEd Coordinator and school administration ensures IEP are reviewed and finalized prior to compliance date in SESIS -The SpEd Coordinator will conduct IEP pre-meetings with meeting participants and administration to ensure the quality and alignment of the IEP prior to the official IEP meeting with the parent/guardian.
05/01/2023	05/31/2023	Monitor referrals to Special Education to ensure appropriate referrals only.	- All referrals to Special Education will go to the SpEd Coordinator who will immediately schedule a meeting for the SITC and LPT (if the student is an MLL/ELL). The team consists of General Education Teacher, Special Education Teacher, Language Teacher, School Counselor, Social Worker, and Administrator. Upon the review of student work samples, proof of academic concern, and assessment results, the team will communicate with the School Based Support Team and families with regards to next steps. - All referrals to Special Education will go to the SpEd Coordinator who will immediately schedule a meeting for the SITC and LPT (if the student is an MLL/ELL). The team consists of General Education Teacher, Special Education Teacher, Language Teacher, School Counselor, Social Worker, and Administrator. Upon the review of student work samples, proof of academic concern, and assessment results, the team will communicate with the School Based Support Team and families with regards to next steps.
06/01/2023	06/01/2023	Ensure that programs and services mandated on each student's IEP are delivered.	- The IEP Teacher provides professional development related to differentiated instruction and SDI. School leaders and IEP Teacher visit the classroom to ensure implementation. - The SPED Coordinator and school leaders visit classrooms to ensure mandated services are provided to students in the classroom. - The SpEd Coordinator sends out an End of Year survey to SpEd teachers to highlight growths and areas of need for the upcoming year.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/30/2023	Weekly Parent Engagement Coordinator Program / Success Mentoring Program sessions for students and their families	Pedagogical Staff, School Counselor, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Weekly Kid Talk Sessions / Round Table Conferences with Parents	School Counselor, Teachers, Administrator, Community School Director, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Weekly Pupil Personnel Meetings	Administrators, School Counselors, Social Worker. Community School Director
09/01/2022	06/30/2023	Pre- IEP Meeting and Formal IEP Meetings to discuss student progress and implementation of services	Administrators, Pedagogical Staff, School Counselor, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	School Counselors will provide crisis intervention and refer accordingly for mental health service as needed.	Administrators, Pedagogical Staff, School Counselor, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Bi-Monthly Crisis Intervention Meetings	Administrators, Pedagogical Staff, School Counselor, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Weekly Behavioral Intervention Plan Meetings	Administrators, Pedagogical Staff, School Counselor, Social Worker, Behavioral Specialist
09/01/2022	06/30/2023	Quarterly Parent Workshops on understanding their students' IEP.	SpEd Coordinator and IEP Teacher
09/01/2022	06/30/2023	Bi-Monthly meetings with the School Implementation Team team to discuss SpEd related concerns.	School Implementation Team

Human Resources	Classroom Teachers, Teacher Leaders, Consultants, Teachers, Assistant Principal, School Counselors, Social Worker, Behavioral Specialist
Instructional Resources	Consumable supplies and instructional materials.
Schedule Adjustments	Coverages for IEP Meetings, as needed
Other Resources Needed	Per Session and Per Diem as needed

## SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.



Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Academic Support Tier 2	The Writing Revolution: Hochman Basic Writing Academic Intervention	Student has not made adequate progress in Tier 1 writing instruction over a period of time set by school based AIS team	Small Group Instruction (3-5 students) at least 3 times a week	During School	No
Academic Support Tier 2	Collaborative Strategic Reading (CSR) Grades 3-12 Academic Intervention	Student has not made adequate progress in Tier 1 reading instruction over a period of time set by school based AIS team. Student has adequate word recognition skills, but needs additional support with comprehending text.	Small Group Instruction (3-5 students) at least 3 times a week	Before/During/After School	No
Academic Support Tier 2	REWARDS STRUCTURAL ANALYSIS *Student in grades 4-12 Academic Intervention	Student has not made adequate progress in Tier 1 reading instruction over a period of time set by school based AIS team. Student has adequate word recognition skills, but needs additional support with comprehending text.	Small Group Instruction (3-5 students) at least 3 times a week	During School	No
Academic Support Tier 2	Great Leaps Program	Student has not made adequate progress in Tier 1 reading instruction over a period of time set by school based AIS team	Small Group Instruction (3-5 students) at least 3 times a week	Before/During/After School	Yes
Academic Support Tier 3	The Writing Revolution: Hochman Basic Writing Academic Intervention	According to progress monitoring data, the student presents inadequate response to Tier 2 intervention in grades 3 and above	Intensive Reading Intervention (1-3 students) *5 times a week	During School	No
Academic Support Tier 3	REWARDS STRUCTURAL ANALYSIS *Student in grades 4-12 Academic Intervention	According to progress monitoring data, the student is not making adequate progress to Tier 2 intervention in grades 4 and above	Intensive Reading Intervention (1-3 students) *5 times a week	Before/During/After School	No
Academic Support Tier 3	Great Leaps Reading Program	iReady diagnostics (Students score between grades K-2),	Intensive Reading Intervention (1-3 students) *5 times a week	Before/During/After School	Yes

## Student Social/Emotional Support

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
SEL Tier 2	Student experiences challenges developing social or emotional skills and those gaps in skills present challenges for academic and/or social functioning.	Small Group Social Skills Instruction	Small Groups	During School	No
SEL Tier 2	Student presents with a specific social or emotional need that would benefit from therapeutic intervention.	Counseling Groups	Small Groups	During School	No
SEL Tier 2	Behavioral incidents that involve a balance of social and/or physical power between students or students and staff	Informal Restorative Conferencing	Small Groups	During/ After School	No
SEL Tier 2	Behavioral incidents that involve a balance of social and/or physical power between students	Repairing Harm Circles	Small Groups	During/ After School	No
SEL Tier 2	Challenging or disruptive classroom behaviors persist after general classroom management techniques or interventions have been implemented	Peer Mediation	Small Groups	During School	No
SEL Tier 2	Challenging or disruptive classroom behaviors persist after general classroom management techniques or interventions have been implemented	Check In Check Out	Small Groups	Before/During/After School	No
SEL Tier 3	Students present with a specific social or emotional need that would benefit from therapeutic intervention in an individual setting.	Individual Counseling	One-to-One	During School	No
SEL Tier 3	Behavioral incidents that involve a balance of social and/or physical power between students or students and staff Pattern of behavior that necessitates intervention/support planning from multiple stakeholders, including but not limited to Pupil Personnel Team, family members, administrative staff, etc	Formal Restorative Conferencing	One-to-One	During School	No
SEL Tier 3	Students demonstrate potential to benefit from individual support and attention.	Individual Mentoring	One-to-One	During School	No
SEL Tier 3	Students present with a need for daily, individualized support in order to access and fully participate in the classroom setting.	1:1 Paraprofessional	One-to-One	During School	No
SEL Tier 3	Student presents with emotional or behavioral needs that require a comprehensive support approach with multiple stakeholders, including supports outside of school	Wraparound Services	One-to-One	During School	No
SEL Tier 3	Student served time outside of the classroom in response to a behavioral infraction	Re-entry conference	One-to-One	During School	No

## **Students in Temporary Housing (STH) Support**

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>There are 53 students who live in temporary housing.</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>The school may provide resources and services, as needed, from the following allowable expenditures: 1. Items of clothing and shoes necessary for participation in classes 2. Student fees that are necessary to participate in the general education program 3. Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet 4. The acquisition of birth certificates 5. Immunizations 6. Food 7. Medical and dental services 8. Eyeglasses and hearing aids 9. Counseling services related to homeless issues that are impeding learning 10. Outreach services 11. Extended learning time (before and after school, Saturday, summer) 12. Extra-curricular activity fees 13. Tutoring services, especially in shelters or other locations where homeless students are residing 14. Parental involvement 15. Fund all or part of the homeless liaison's salary even if that person has no Title I duties. 16. Transporting students in temporary housing to and from their school of origin. 17. At-risk counseling/check-ins to students in temporary housing, twice per month 18. Indirect support to students by collaborating with teachers, guidance counselors, and other student support staff to assess for adverse behavioral concerns or indicators 19. Monthly check-ins with parents to ensure parents are aware of all assistance available to support students in schools. Also, to maintain regular updates in the event of housing status changes 20. Regular contact with community agencies, both mandate and voluntary, to apprise of student's progress in school 21. Working collaboratively with staff and families to address attendance issues and help improve students' attendance 22. Support school's Crisis Intervention Team and effectively create and implement plans of action for students whom the team identifies as those needing intervention 23. Utilize STH funding to assist families with meeting unfunded needs in accordance with state guidelines 24. Refers families to Community Based Organization that assists in recruiting families in a shelter for activities intended for them, and facilitates extended day activities 25. Seeking out resources and services outside our school to improve the emotional, social, and academic well-being of our students and their families 26. Monitor health needs for special services including eyeglasses and medication needs to ensure the family has access 27. Engage families and students in the shelter, which includes but is not limited to, conducting intake and move-out interviews, sharing essential information about educational rights and resources, maintaining intake and move-out logs, utilizing ATS, and ensuring ongoing communication with families to ensure delivery of support. 28. Collaborating to develop and implement behavior intervention plans to support the academic, social, and emotional development of students</p>
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## Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>ACCION Academy provides various programs that provide enrichment and learning opportunities for students. These opportunities include: - Summer Rising Program during the months of July and August - Partnership between ACCION Academy and SISDA/Beacon DYCD Program. This program offers experiential learning for content areas, computer science, social-emotional learning, social justice projects, and enrichment opportunities aligned to sports, arts, and leadership development. - DYCD SONYC Extended Learning Program from September to June. In this afterschool program, students engage in project-based and experiential learning that includes various STEAM areas. The program includes forensics, dissecting sharks, Build It Program to create Amusement Parks, Bridges, Ice Cream from scratch, Robotics to make the robots play Robo Fund or Robo Soccer, Junior Broadway Shows, Chess in the Schools, Creative Movement through dance (Salsa, Bachata, African), Therapeutic Art, Voice it Out. The program provides an 8th Grade trip to Washington DC, for students to visit the museums, memorials, and other historical sites. Students are given a voice in the program. Student Government has a voice on how the after-school initiatives and activities are run, and students recommend their own incentives. Positive Behavior Intervention Services (PBIS) are provided through the use of SONYC dollars and the SONYC Store. The programs create enthusiasm for students to increase academic achievement and attendance rates. - ACCION Academy Extended Learning Program provides academic intervention and clubs for students, with the purpose of decreasing the number of students receiving tier 2 and 3 academic interventions, as well as increasing daily attendance rate. The academic interventions are provided in English, mathematics, social studies, science, and English as a new language. Student clubs include sports, dance, and culture clubs. - 21st Century Extended Learning Program- Provides social-emotional support for students through the Teletherapy program, with Clinical Psychologist, Dr. Frank Corigliano. In addition, students are able to experiment with real-world hands-on science labs, aligned to the NYSED Science Exam, provided by Omnilearn.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>ACCION Academy provides instruction under the supervision of NYS Certified Teachers in Content Areas. - Summer Rising Program and ACCION Academy Extended Learning Program- Teachers providing the courses for students are NYS Certified Teachers. - 21st Century Extended Learning Program- Partners an NYS Certified Teacher with the program provider through either Omni-Learn (Science) or Teletherapy (Any content area). - DYCD SONYC Extended Learning Program has an NYS Certified Content Teacher who supports the planning and implementation process for the staff providing the support. The teacher provides lesson plans and other academic resources for SONYC staff and the students. Per Session provided to ACCION Academy teachers working in the program. Workshops between SONYC and ACCION Academy staff are provided to make the process much more collaborative, addressing the needs of teacher-students with regards to the content.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>- ELT will be offered weekly to students, and programmed into the school day. Every week students will receive at least 2 academic intervention periods in the areas of mathematics and English. - Weekly collaborative planning time is provided during the school day between our teachers and ELT providers. During this time, staff are able to collaborate and plan interventions and support needed for students during the school day, after school, and on Saturdays.</p>
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>ACCION Academy will support parents and family members 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 learning 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;</p>

### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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., ESSA/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 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- 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.

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- 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 Advisory Council;
- 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)

### School-Parent Compact (SPC)

ACCION Academy, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality CurriculumI. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the 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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 learning 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 and Family Engagement 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 Advisory Council, 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.

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

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## PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

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### **A. School Information**

District:	12
Borough:	Bronx
School Number:	341

### **B. Language Allocation Policy Team Composition**

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.

Member Title	Name
Principal	Yasmin Lugo-Hernandez
Assistant Principal	Karen Henry
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Sesaley Graciani
School Counselor	Jenly Castillo-Betances
Teacher/Subject Area	Sonia Rosado/ELA
Teacher/Subject Area	Esther Anhwere/Math
Parent	
Parent Coordinator	Massiel Rodriguez
Related-Service Provider	N/A

## **C. Teacher Qualifications**

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

### **1. English to Speakers of Other Languages (ESOL) Certified Teacher**

Number of ESOL certified teachers currently teaching ENL:	3
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

### **2. Certified Teachers with a Bilingual Extension**

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

### **3. Foreign Language/World Language Certified Teachers**



Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	0
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### D. Student Demographics

Total number of students at your school (excluding pre-K):	294
Total number of current ELLs at your school:	73
Total percentage (%) of current ELLs at your school:	24.83%
Total number of former ELLs at your school:	7
Total percentage (%) of former ELLs at your school:	9.59%

### PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE				0	0	0	0	0	0	0	0	0	0				0
TBE				0													0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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### PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>At ACCION Academy, we provide stand-alone ENL programs for Grades 6-8. For stand-alone classes, the students are grouped homogeneously based on their latest NYSESLAT proficiency level and their current grade level. No more than two, continuous grades are grouped together in a stand-alone ENL class. The school currently operates on a schedule with 45-minute periods. The students remain together, rotating between content classes. Depending on the proficiency level, students receive mandated minutes of stand-alone ENL in the classroom with a licensed ENL pedagogue for up to four periods each week or a total of 180 minutes. This is provided for all entering and emerging students. Transitioning students are flexibly programmed to receive two periods of stand-alone ENL if they need the additional language support.</p>
<p>Integrated English as New Language (ENL)</p>	<p>All ML/ELL students receive integrated ENL, where the ENL pedagogue co-teaches with the content teacher (ELA, Social Studies, science and math). The content in which the ENL teacher pushes into depends on the proficiency level of the students in the class. Students who are entering, emerging and transitioning receive integrated instruction in their ELA classes. ENL teachers push-in for a minimum of four periods a week with the content teacher or a total of 180 minutes. Expanding students also receive their integrated ENL services four times a week. For expanding students, integrated ENL is flexible regarding the core content area that the ENL teacher pushes into.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>Not applicable.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Student schedules are formulated based on their English proficiency level based on the NYSITELL or the most recent NYSESLAT results. According to the class schedule and the mandated number of instructional minutes, each entering and emerging ML/ELL student is usually pulled-out for 4 class periods or a minimum of 180 minutes each week to receive stand-alone ENL services. The ELL pedagogue co-teaches with the content teacher to provide integrated ENL services for 4 periods or 180 minutes per week in the applicable content area. Given the current level of our students, co-teaching usually occurs with ELA teachers. The ELL schedule is generated and distributed to the school at the beginning of the school year. As new students are admitted, ATS reports are constantly used to ensure that all new students are identified and programmed according to the mandates. Entering 6th to 8th grade students receive 1 unit of study in ENL (180 minutes). Emerging 6th to 8th grade students receive 1 unit of study in ENL (180 minutes). Transitioning 6th to 8th grade students receive a minimum number of 90 mins of integrated ENL/ELA and 90 mins of standalone or integrated ENL with at least 90 minutes in ELA. Expanding 6th to 8th grade students receive a minimum number of 180 minutes of integrated ENL/ELA or integrated instruction in any other content area such as math and social studies. Commanding 6th to 8th grade students receive at least 90 minutes of integrated ENL in ELA or any other content area. These students also have the option of receiving alternative services based on revisions made to CR-Part 154. Additionally, all students who require ENL services will receive instruction by a TESOL licensed pedagogue. Our goal is to provide students with as much ENL support as possible given their current level.</p>
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3. For schools with Dual Language programs:  Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	Not applicable.
In which language(s) is each core content area taught?	Not applicable.
How is instruction designed to include both languages?	Not applicable.
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	Not applicable.

4. For schools with Transitional Bilingual Education programs:  Which core content areas are taught bilingually?	Not applicable.
How is the students' home language integrated into instruction?	Not applicable.

## PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school?  What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	42.47% of the ELLs at ACCION Academy are Newcomers. 10.99% of our Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE). The services for Newcomers differ from those provided to Developing or Long-Term ELLs. In addition to the supports provided to developing students, Newcomers also receive opportunities for more small group instruction throughout the week. Students have the opportunity to work with other Newcomers, alongside a licensed ENL pedagogue, where they receive scaffolds, mini-lessons in small groups, and other supports that will allow students to access the grade level content.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	37.66% of the ELLs at ACCION Academy are Long-Term ELLs. In looking at the trends across our data, many of our Long-Term ELLs have plateaued at the expanding level, having scored expanding for multiple, consecutive years. Further analysis showed that our Long-Term ELLs were struggling with the reading and writing sections on assessments. Along with the methods used for our developing ELLs, additional instructional time is used for small group instruction with Long-Term ELLs to help build their foundational gaps in reading. Students receive targeted support with their content classes and direct, small group instruction in writing where they learn strategies for sentence expansion and different types of revisions. The goal of these interventions is to help students develop cohesion and complexity within their writing.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	2.38% of students at ACCION Academy are former ELLs. All of our former ELLs receive services through integrated ENL. Depending on student needs, commanding students can also receive other approved Former ELL services.

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>One of the biggest trends within the results of the New York State English as a Second Language Achievement Test (NYSESLAT) is that students, across all proficiencies, score the lowest on the writing. Within this same modality all entering students and most emerging students did not receive any points in the writing section. With the exception of entering students, all students received some credit on the speaking and listening sections. Students who scored at an overall level of expanding also received a perfect score on the speaking section of the exam.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>There is a direct relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment. Students who struggle with the reading comprehension and writing sections of the NYSESLAT also struggle with the reading comprehension on the NYS ELA test. Students are able to cite details on the ELA exam, but have difficulty with writing expanded and complex, original sentences when asked to explain their answers. Students struggle with writing cohesive paragraphs that demonstrate their understanding. There is also a relationship between the NYSESLAT and the Math assessments. The difficulty that a student has with reading comprehension also affects their comprehension when reading word problems. Resultantly, students do not do as well on the written section of the math assessment.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Of our population of ELLs, 14.29% are considered at-risk. One trend that stands out about the at-risk levels of ELLs at our school is that many of them are either Newcomers or at-risk of becoming Long-Term ELLs. Attendance influences the achievement of our ELLs and all of our other student populations. When students miss classes, they are also missing direct instruction and interventions. Missing content and the academic language and strategies taught in the classroom creates inconsistencies with learning for students. As this begins to occur frequently throughout the school year, there can be a negative impact on student achievement in content areas and in their acquisition of English.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>At ACCION Academy, Spanish represents 89.04% of the home language of the ELLs. Following this, 4.11% of the ELLs speak Arabic as a home language and 2.74% speak Bengali. The remaining 4.11% encompasses French and Fulani. Each year, staff is informed on the different languages represented within each of the classes. Staff receive training in culturally responsive teaching to ensure that students feel represented within the curriculum that they are learning. Staff also receive ongoing professional development on different strategies that can be used in the classroom to support students and their language acquisition.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>The majority of the ELLs at ACCION Academy identify as Latin X students who are from different parts of the Caribbean and Central and South America. Additionally, we have students from the Middle East and different African countries. At our school we ensure that we incorporate all of our students into our planning and delivery of Culturally Responsive and Sustaining Education (CR-SE). We do this by engaging in Culturally Responsive and Sustaining Education (CR-SE) learning. As a school community, we are reading Gholdy Muhammad's "Cultivating Genius" in order to learn new strategies to incorporate identity development, skill development, intellectual development, and criticality.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Many of our ELLs with IEPs are also Long-Term ELLs and/or SIFE students. One of the major trends reflected in the NYSESLAT results is that this subgroup has reached a plateau. Upon further examination of the results, it is noticed that for the past three years, most students have either scored at the same level for at least two consecutive years or have moved back and forth between two proficiency levels. One thing that may be impacting the results of these subgroups is the reading comprehension required on the NYSESLAT. Most students with IEPs had difficulty with the reading section and/or the writing section. For the writing section of the NYSESLAT, it is crucial that students are able to understand what is being asked of them in order to accurately formulate a response. Without comprehension of the text and/or the questions, students will also struggle to create a related response to the question that is rich in language.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>ACCION Academy's Instructional Leadership Team (ILT) considers MLs/ELLs in the school's instructional design by using the Instructional Leadership Framework to ensure that students are advancing in their learning. The ILT team meets on a weekly basis. During these meetings all members participate in analyzing data and identifying trends and next steps for both students and teachers. Having ongoing inquiry cycles using the Datawise swoosh allows us to develop and monitor action plans. The impact on student achievement is tracked throughout the school year to ensure that the instructional design continuously meets the needs of our students. When necessary, the ILT makes adjustments to ensure that all ML/ELL students are progressing towards their goals. When considering the school's instructional design, the ILT also analyzes the curriculum in order to ensure that the four hallmarks of core instruction are embedded within the various content areas. The team also provides support for staff in identifying and developing different entry points that can be used to give access to all learners.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>ACCION Academy's content instruction follows Next Generation Learning standards, respectively for each class: English Language Arts, Mathematics, Science, Social Studies, and the Science Scope and Sequence. We have created a blended curriculum based on the standards and student needs that also takes into account the language demands required to access the grade-level content. All teachers receive training on how to identify and develop language objectives because it is essential that all teachers help students develop language. We utilize data from both the current and previous year to identify student needs. All content is delivered in English, the target language, with home-language supports for our ELL students. Teachers work collaboratively in their departments to not only assess lessons and unit plans, but also to engage in student inquiry and protocols. This allows teams to collect student data that will ultimately drive instruction. We implement Savvas Realize in Math, Into Literature for ELA, and the Ready and i-Ready program for both reading and math. The integrated ENL/ELA model allows the content teacher and the ENL teacher to collaborate, modify, and differentiate assignments based on the Proficiency Levels of the students. During common planning, we utilize NYSESLAT Targets of Measurements (ToMs) and NYSESLAT Performance Level Descriptions (PLDs) and create language objectives for stand-alone and integrated ENL classes. This collaboration also ensures consistency across classes. In addition, the stand-alone ENL model allows the ELL/MLL students to improve in reading, writing, speaking, and listening. The middle school curriculum created for entering and emerging ELLs (through TeachHub) is used to instruct students. Supplemental programs for ELLs are available in the form of AIS, extra help during lunch time, and after-school programs, which not only address academic and test prep needs, but also cultural needs through a bi-monthly cultural excursion.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>ACCION Academy uses varied instructional strategies and grade level materials with MLs/ELLs to provide access to academic content areas and accelerate English language development. Teachers utilize different presentations when instructing students to incorporate visuals and audio for students as they are learning. These presentations also include translations when applicable. Small group instruction is used with students to give more one-on-one attention and support while allowing students to productively struggle with the grade level content. Heterogeneous groups allow novice speakers to gain more exposure to the spoken language. This also helps students filled their own vocabulary. All teachers incorporate technology into their classrooms. Teachers use the online platforms, i-Ready and IXL, with students to provide additional practice of taught skills and pre-requisite skills. These differentiated lessons help support students as they are acquiring language and learning new material.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>At ACCION Academy ELLs with IEPs are provided with targeted skills and direct instruction based on their IEP goals. We focus on increasing their skills in literacy and numeracy through AIS, explicit vocabulary support, use of graphic organizers, and visual aids to ensure that students are able to access the content. Technology also provides audio/visual experiences to engage multiple intelligence modalities where possible. Many of our ELLs with IEP students are at the Intermediate (Transitioning) levels and also receive additional mandated services such as speech to support language acquisition skills. The LPT team comes together to discuss the interventions and strategies that would be necessary to better support the students on a consistent basis as we all work towards the students' IEP goals.</p>

## Know Every Student Well

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Acadience will be used to screen our ELL students. There are K-6, as well as added 7-8 grade, benchmarks for students. With the various benchmarks available, we will be able to assess where the students currently are in order to determine their next steps for learning. The results will allow teachers to determine what interventions students need in order to fill any foundational gaps in their learning. The data collected from the assessments will be used to create instructional plans for students that will support them as they develop their conceptual knowledge in all of their content classes. Additionally, information collected from these assessments will help inform groupings for students.</p>
<p>2. For all grades, 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.</p>	<p>For all grades, we utilize the following online programs: i-Ready and IXL. These programs meet students where they are and provide personalized instruction to help students progress toward and beyond their current grade level, learning standards. i-Ready is used with all ELL subgroups. There are embedded assessments that students take periodically, which allows the system to make adjustments to the course of action created for each student. The audio available to students also provides an extra layer of support, especially for our entering and emerging MLs/ELLs who are developing their reading fluency and phonemic awareness. Ready lessons from the Toolbox are used to provide teacher-led instruction. Students receive this intervention in the form of small group instruction with an ENL and/or content teacher. This instruction occurs both during the school day, and is also available to students through our after school and Saturday Academy programs. The IXL platform allows students to practice skills that have been taught within their content classes. While it may serve as a practice for some skills, MLs/ELLs can also work on prerequisite skills that may be needed in order to access upcoming lessons. All instruction done by the teacher is in the target language, English. Being that IXL and i-Ready are both online platforms, students are also able to access home language supports when using these resources.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Not applicable.</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>With regards to formative assessments, we use the NYS Measures of Student Learning (MOSL), Ready diagnostic, i-Ready diagnostic, and running records in the fall and spring to assess the literacy and language growth of our MLs/ELLs. The i-Ready program for ELA and Math is a web-based program that provides targeted, leveled supports for each student. The assessments provide students with a baseline and adapt as they learn and develop their comprehension. Additionally, the NYC ELL Benchmark Assessments (Spring and Fall) are used to evaluate ELLs' growth in the four modalities: reading, writing, listening, and speaking. Interviews will be used with students at the beginning of the year to also assess where students are in their language development after returning from their summer vacations. Teachers are able to use the periodic assessments available through SchoolNet to assess students. For math, we use Ready diagnostics and district snapshot assessments. Teacher-created unit assessments are also used by all content teachers to monitor student progress on unit focus standards, which are aligned to the curriculum map. Through classroom assessments, MLs/ELLs are able to work towards developing mastery for each unit's key standard(s). Lastly, NYSITELL data is used to evaluate the English language proficiency of new entrants whose home language is a language other than English.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>At ACCION Academy we offer English as a New Language (ENL). Resultantly, we do not evaluate students in their home language, but use their home language throughout the year as a scaffold to give students additional access to texts and content.</p>

<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Students are administered different assessments during the academic school year. Students take the NYSITELL (newcomers, upon entry), NYSESLAT, NYS ELA, I-ready simulations in the Fall and Spring and NYS math test. The data collected from these assessments, along with the risk information provided on the EDAT tool, allow administrators, teachers, pupil personnel, and additional staff to evaluate the ELL programs at our school. This not only includes academics, but also extended learning, family resources, and academic advising. The various learning opportunities helps us ensure that students have their social-emotional needs met in order to be successful in the classroom. Data is collected and analyzed throughout the year. This data is gathered from formative assessments, summative assessments, and classroom observations. Results from these inquiry cycles allows staff to make instructional adjustments that meet the needs of the students.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>When it is time to administer the NYSESLAT, the team will meet to review administration guidelines and create testing schedules for students and staff. The team is comprised of the ENL Coordinator, testing Coordinator, and an administrator. ENL teachers and other trained, licensed pedagogues will administer the assessment to students. Students will be grouped according to their grade band and other accommodations set forth by students' IEPs. Students will then complete the assessment over the course of three days. Testing schedules are created to ensure that students are still receiving their mandated services during the testing window. These schedules also inform students of when they will complete the test. Teachers who administer the assessment will also score the NYSESLAT. The ENL Coordinator will attend the NYSESLAT PD that is offered by the district and turnkey all learning to the team. Adhering to the guidelines, teachers who are trained and not the student's ENL or ELA teacher will score the assessments. All sections of the assessment will be administered within the allotted testing window.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>At ACCION Academy, all teachers are given access to IEPs through SESIS so that teachers are able to align their instruction and supports to their students' goals. Teachers have the support of a Special Education teacher for co-teaching support, as well as co-planning support. This allows the teams to develop scaffolds for ELLs with IEPs. Teachers make use of common planning to develop resources and tools for students that will allow them to access the grade level content.</p>
<p>b. SIFE</p>	<p>SIFE students are initially identified and provided extra help and interventions as appropriate. There is also more one-on-one support provided if/when needed. Tasks may also be scaffolded in order to fill in any learning gaps students may present. Additional supports include, but are not limited to, the use of graphic organizers, word walls, and other visual aides to provide entry points for students. Teachers take additional time in teaching particular unit material if the goals are not being met or achieved within the groups. Teachers also plan interdisciplinary units and trips to assist in the achievement of unit standards and unit goals.</p>

c. Newcomer	Newcomers are monitored and provided extra help and additional interventions as appropriate. When applicable, these students are also partnered with someone who has a higher English proficiency level and also speaks their home language. This helps to ease the transition into the school. Small group instruction is used to allow students to have multiple opportunities to develop productive interactions during instruction. Teachers also make use of students' prior knowledge and experiences to build and make connections with what they already know. We support their learning with home language by providing translations and peer-to-peer home language discussion when necessary. We also provide charts, diagrams, graphic organizers, visual representations, technology, home language books, glossaries, and dictionaries. Additionally, we incorporate read-alouds and sentence starters for discourse activities, which allows students to participate in class. These supports allow students develop their speaking, reading, writing, and listening skills in English.
d. Developing	Developing MLs/ELLs are provided with scaffolded strategies and instruction. Teachers incorporate charts, diagrams, checklists, graphic organizers, visuals, and technology in order to help students progress across the continuum of language development. Students engage in complex grade-leveled text-based reading, writing, and speaking activities. Students are supported through the use of accountable talk stems and explicit models. Learning activities are organized in such a way that allows students to make use of their full linguistic repertoires when engaging in academic discourse. Conferencing also takes place every marking period with students to discuss their academic improvements, progress, and areas of need.
e. Long Term	Long term ML/ELL students receive small group instruction and are provided with multiple types of assessments. Data collected from these results are used to guide instruction. Technology through programs such as i-Ready on the iPads, laptops, and desktop computers are used to further support students at their current level and aid in filling any foundational gaps in the their learning. Students are also provided with extra help and interventions as appropriate. These can occur both during the academic school day or after school.
f. Former ELLs up to two years after exiting ELL status	Former ELLs, up to two years after exiting ELL status, will receive small group instruction and be provided with multiple types of assessments in their content classes for an hour and a half every week. Given the needs of the student, some may engage in project-based learning or another alternative pathway that supports students in their learning.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	We do not offer TBE and Dual Language programs at this time. ACCION Academy's ENL Free-standing program is a language-rich environment created for the ML/ELLs. Students receive various exposure to both print and spoken language. Supports include, but are not limited to, bilingual dictionaries, posters, anchor charts, interactive word walls, leveled books, and reference materials. During instructional discussions, the Entering/Beginning ELLs/MLLs are encouraged to form, express, and share knowledge learned in their native language in order to ensure students are comfortable enough to participate and work with others. Teachers also use Flipgrid as another means of increasing student engagement and increase their use of oral language and peer-to-peer interactions. Teachers use online resources such as Nearpod that also allows students to view the presented content in their home language. Additionally, group work and partnership take place in order to promote social and academic language development in the English language. The background of students such as their culture, language, and prior experiences are embedded into the lessons to provide entry points for all learners. Visual and graphic supports are also available to allow students to make connections to what they already know and what they are learning.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	Spanish is offered as a language elective to all MLs/ELLs. Students in grade 8 have the option of taking the course for high school credit. This course is intended to allow students to leave middle school with language credit in high school, which will begin preparing them to obtain the New York State Seal of Biliteracy.

## 21st Century Adult Learning



<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The ELL coordinator attends all District 12 ELL Liaison meetings. Information from these meetings is then shared with other ELL personnel at the school (inclusive of all teachers of ELLs and non-pedagogical staff). Teachers also attend other professional developments that are held by the Bronx Field Support Center (BFSC) and Division of English Language Learners (DELLs) to meet a minimum of 50% (for bilingual/ENL teachers) and 15% (for content teachers) of the required PD hours of language acquisition in alignment with the core content area instruction. Additionally, PDs are offered, in house, to teachers and non-pedagogical staff based on teachers' needs. Data is gathered from staff members throughout the year through feedback and surveys to see what areas they would like more support in. Consultants are also invited to provide supplementary learning opportunities for teachers in order to equip them with ample strategies for teaching MLs/ELLs and differentiating instruction. PDs include, but are not limited to, "Making use of the NYSESLAT Data", "Strategies for Building Academic Language", and "Ways to Incorporate the Four Modalities into a Lesson".</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>ELL liason meetings and professional development are provided on a monthly basis through the New York City Bronx Borough Field Support Center (BFSC), Graduate School of Education Center for Educational Partnerships, The NYS/NYC Regional Bilingual Resource Network, and The Division of English Language Learners &amp; Student Support (DELLS) to ENL teachers and teachers of MLs/ELLs. Information and resources gathered from these PDs is turn-keyed to the staff during departmental or staff, Monday meetings. ELL specific professional development is also offered during Election day, Chancellor's Day, after-school hours, and summer training sessions to all teachers of MLs/ELLs, including paraprofessionals. The ENL teachers provide both PDs and formal/informational ELL training for all staff, including all teachers, paraprofessionals, and staff. Through the delivery of PD over the course of the school year all staff receive the minimum 15% of required PD hours of ELL training. Sign-in sheets and agendas are recorded and maintained in files. Agendas and resources are also housed in the shared drive. ENL teachers offer PD opportunities remotely for all staff to ensure that all parties are able to attend. These occur during common planning times and after school PD times. PD topics include, but are not limited to, how to create and use language objectives, ways to support all modalities of students, and ways to scaffold assignments.</p>

## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The Parent Coordinator and the ELL Coordinator facilitate and foster family empowerment opportunities for parents of ELLs/MLLs by providing a series of workshops such as ELL orientations, nutritional workshops, Teens on Social Media, remote learning tools and strategies, and stress management. These events and workshops take place throughout the school year. Additionally, teachers hold various workshops based on parents' interest. Our School Leadership Team and Parent Teacher Association coordinate surveys and reviews of parent activities annually through SLT and PTA meetings. These surveys allow us to have the necessary interpretation and translation services available for parents during our events. This service is essential for ensuring that families are able to engage in all aspects of our school.</p>
<p>2. How does the school provide annual individual meetings with families 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.</p>	<p>The Parent Coordinator and the ELL Coordinator have individual meetings with parents of MLs/ELLs by creating space and time during school hours and during after school hours to ensure that translation and interpretation services are available in the parent's preferred language. Meetings are also available through Zoom to allow more parents to attend the meetings. The LTI unit provides interpretation for languages that are not spoken by school personnel. Zoom translations are also enabled for parents during live meetings. The Parent and ELL Coordinators also facilitate parental involvement by informing and inviting parents to meetings throughout the school year. This is accomplished through the distribution of flyers to students, via the Google classrooms, and through the use of social media, including the school's twitter account. These meetings are not limited to parent-teacher conferences, but also include additional meetings where the following student topics are discussed: ELL student progress, assessment results, language development needs, strategies for parents to use at home, and upcoming events/units. Furthermore, family/parent workshops are available for parents of MLs/ELLs with varied topics ranging from ENL orientations to informational sessions providing parents with at-home strategies to support their child at home. Workshops include academic support, ways to help students' social-emotional growth, and tools to help strengthen their relationship with parents. These sessions are essential in updating parents on their child's progress, creating a collaborative school community, and celebrating student success. We survey our parents at the beginning and middle of the year to ensure we have up to date information to provide necessary translation and interpretation services at our meetings.</p>

## Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>Not applicable.</p>
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## PART VI: ELL IDENTIFICATION ATTESTATION

### Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>For newly enrolled, current ELLs we hold monthly meetings for students. At these meetings, students have the opportunity to meet with other students from different grades and participate in discussions. The topic of the meetings depends on the student surveys collected at the beginning and middle of the school year. Meetings are hosted by an ENL teacher and/or a school counselor. The meetings occur during lunch and allow students to interact with other students across the school community with whom they may not normally have the opportunity to interact with.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The identification team includes the ENL Coordinator, the Sped Coordinator, a content/ENL teacher, a guidance counselor, and an administrator. Upon enrollment of all new students, the ENL teacher or other NYS trained, licensed pedagogogue, conducts an interview with the family and completes the Home Language Identification Survey (HLIS). The individual conducts this interview in the preferred language of the family. A teacher who is fluent in the home language of the student and parent/guardian is used for any interpretation needs. When the parent speaks a language outside of that spoken by our school personnel, we utilize the over-the-phone interpretation service to ensure that a qualified interpreter of the language the student and parent/guardian best understands is used. Once the student is identified as a student whose home language is one other than English, the ELL Identification Process continues and is completed within 10 school days of enrollment (20 school days for students entering with IEPs). When the student is identified as a student with an IEP, the LPT convenes to determine whether the student with an IEP may have second language acquisition needs and, in turn, take the NYSITELL. Within the first 10 days, the student is administered the NYSITELL to determine whether they are an ELL. Parent notification letters are sent to the family, informing them of their child's ELL status and the results of the NYSITELL. If the student is identified as an ELL and a student whose home language is Spanish, the student is also administered the Spanish LAB by a trained, licensed pedagogogue. The student's SIFE status is determined using the resources available on NYSED's website and the Multilingual Literacy SIFE Screener (MLS) when needed. Additionally, a parent orientation is offered to the family of all students who score below commanding on the NYSITELL. These meetings explain the different services available to students who are learning English as a New Language, the services available at our school, the programs, assessments, and address any questions and concerns the family may have. At the orientation, the guardians complete the parent survey and parent agreement. This information is entered in the ELPC screen of ATS. All steps of the ELL identification process are completed by a trained, licensed pedagogogue. There are three trained pedagogogues who are available to complete this process since students are continuously enrolled in our school at different points throughout the year. A schedule of which periods each teacher is available is kept in the main office of our school to ensure that this process is upheld.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

[Download a blank LAP assurances page.](#)

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Sesaley	Graciani	ENL Teacher	2017-2018	Yes	
Massiel	Rodriguez	Parent Coordinator	2021-2022	yes	

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
sesaley	graciani	ENL Teacher

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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**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 whose preferred language is other than English (not just parents of ELL students).

## PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	8	1.96%	8	1.96%
Bengali (Bangla in Bangladesh)	3	.73%	3	.73%
English	215	52.57%	215	52.57%
Spanish	183	44.74%	184	44.99%

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Bengali (Bangla in Bangladesh)	0	1
French	1	1
English	40	40
Spanish	10	17

<p>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:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Parents come in and speak with working personnel in the office such as a secretary and/or a parent coordinator. Our staff in the office is bilingual (English and Spanish) as the majority of our parents prefer oral and written communication in Spanish. During enrollment, the ELL coordinator or other trained, licensed pedagogue meets with families and conducts interviews to determine home language. A trained pedagogue completes the Home Language Identification Survey (HLIS) with the family and ensures that the correct HL is inputted into ATS and that the correct preferred language of the parent is also captured. Throughout the school year, the parent coordinator and ELL personnel ensure that letters, flyers, notices, and schedules are written and sent to families in their preferred language. We have all documents translated for parents who have a preferred language other than English. We also utilize the interpretation service when calling and meeting with families. We constantly check the student's emergency contact card, HLIS, and ATS reports to provide both written and oral communication in the preferred language of our families. We also conduct surveys with families at the beginning and middle of the year to ensure we capture any changes, if any, to the parents preferred language.</p>
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**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendars	Monthly	Documents are translated in Spanish by in building staff and sent to central for further translations when needed (LTI unit)
Chancellor's Memos	As needed/released	These documents are sent home with students in preferred language of families. They are also shared on our shared remote platform in the preferred language of families.
Teacher Resources for parents	Periodically	These documents are sent home with students in preferred language of families. They are also shared on our shared remote platform in the preferred language of families.
ELL Entitlement Letter	September / Once a year	Using NY DOE translated documents

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Welcome Back Parents	September	In-house translation in Spanish, documents are sent to the LTI unit for translation in Arabic, French, and Bengali. In-house, Spanish interpretation is available for families.
Curriculum Night	Bi-Monthly	In-house translation of documents in Spanish. Documents are sent to LTI unit for translations in Arabic, French, and Bengali. In-house Spanish interpretation by staff is provided. Outside interpreters are requested for parents who need other languages other than those covered by our staff.
Parent Teacher Conferences	Quarterly	In-house translation of documents in Spanish. Documents are sent to LTI unit for translations in Arabic, French, and Bengali. In-house Spanish interpretation by staff is provided. For parents who speak languages not spoken by in-building staff, we use the over-the-phone interpretation service.
PTA/SLT Meetings	Monthly	In-house translation of documents in Spanish. Documents are sent to LTI unit for translations in Arabic, French, and Bengali. In-house Spanish interpretation by staff is provided. For parents who speak languages not spoken by in-building staff, we use the over-the-phone interpretation service.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:  (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of a school-wide emergency, we reach families by sending messages using our parent contact application, Kinvoloved. The application is updated with all student contact information. Through this application we are able to send all messages to the family in their preferred language of communication. We also make phone calls to families using over-the-phone interpretation service or in house personnel to ensure that parents receive the information in their language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	In the event of a student-specific event, we will reach families by making phone calls to families using over-the-phone interpretation service or in house personnel to ensure that parents receive the necessary information in their language. Messages for the family will also be left in the parent's preferred language.
(C) If a parent has an emergency and needs to contact the school.	In the event that a parent has an emergency and needs to contact the school, the parent may use our office number, which already has the translation option for native speakers of Spanish. The parent can also share messages using our shared platforms that allow parents to send messages in their preferred language.

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Training and staff email
Over-the-Phone Interpretation Desk Aid	Training and staff email
Language Access Handbook	Staff email
T&I Unit InfoHub Link	Staff training and staff email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The Language Access Coordinator will turn key the information (policies and procedures) and materials regarding translation and interpretation services to all staff at the beginning of the school year. Materials shared are inclusive of the over-the-phone interpretation line and other related interpretation and translation services available to families and students. We will also invite the Field Language Access Coordinator to provide training to our staff (secretary, teachers, para professionals, and administrators). The LAC shares resources with all teachers using the shared Drive and provides monthly updates where new information is shared via email or through PD.</p>
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**PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE**

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent’s Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>A Multilingual poster is displayed in front of our main office entrance to remind parents that our school can assist them in their preferred language. On the poster we also have the contact information of our LAC who can also provide additional assistance if/when necessary. We have a language identification guide card on the desks in our office to help school staff identify parents who prefer a language other than English, in case translation and interpretation services are needed. Additionally, we provide parents whose primary language is a covered language with a copy of the Bill of Parent Rights and responsibilities during face-to-face interaction. We also provide them with the NYCDOE website concerning the rights of parents to translation and interpretation services and show parents how to access such services. Families are added to our shared "Info" pages in Google Classroom to keep all members of our school community well informed. All information, brochures, flyers and letters are shared in the preferred language of the family. Parent language preference information is updated and used throughout the school year when sending out letters and information via telephone. We utilize over-the-phone interpretation and the on-site staff to communicate important information with families in their preferred language.</p>
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**PART E: MONITORING PROVISION OF LANGUAGE SERVICES**

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>To gather information from limited-English proficient parents, in the parent's home language, on the language services they receive, we speak to parents during scheduled conferences and keep constant communication via emails. We also make use of our online platforms. Through online and in-person surveys, we are able to gather feedback from our families and stay up-to-date with needs and interest. These surveys are given to families quarterly. Previous feedback from families stated a need for additional hours where parents could contact their teacher. We have implemented the feedback to improve language services by including additional office hours for parents to receive information.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>The Parent Coordinator has attended several Language Access Coordinator Training and has learned about the services provided to parents. Both the Parent Coordinator and ENL Coordinator provide workshops for staff members on how to use the translation and interpretation services to communicate with staff. This year, we partnered with Kinolved to improve the communication between staff members and families via text messages, where now parents are able to communicate in their home language and this will be translated back to English for staff members. The same goes for teachers sending messages to parents. The system automatically translates messages in the preferred language of the parent. In this year's preference sheet, we added questions about staff languages and their level of oral, written, and reading mastery. This information is taken into consideration when conducting round-table and wraparound conferences with families. Periodically, the Language Access Coordinator and Administrators ask staff for feedback regarding the use of services. We share this information with the team and with the district representatives. At this time, the Special Education Department has mentioned that it would be beneficial to families and to our school if we have people specifically trained in Individualized Educational Planning conferences. These people would have mastery over the specific terminology used on the IEP's. We will work with our translation department to discuss best practices for both teams as we move forward.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

**DIRECTIONS:** Title III supplemental services for English Language Learners (ELLs) must include the following three components:

**Direct instruction** activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, and Saturday programs. Teachers providing the services must be bilingual education and/or English for Speakers of Other Languages (ESOL) certified teachers.

High quality **professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

**Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the **iPlan portal**.



## PART A: SCHOOL INFORMATION

Name of school:	ACCION Academy
DBN:	12X341
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	73
Total # of teachers in this program:	5
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	2
<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>ACCION Academy ELL students will participate in enrichment classes that will be offered on Saturdays and after school. The enrichment classes will be differentiated based on the needs of the students with regard to their levels in reading, math, and language. Student needs can range from general academic support to that of the linguistic nature. The program will focus on language development through ELA and Math instruction. Teachers will make use of WITsi (Writing is Thinking through Strategic Inquiry). WIT tasks will be created in order to develop students' sentence boundary knowledge and provide additional strategies that students can use to expand sentences, adding complexity to their writing. Our students have struggled with producing language when tasked with writing, which is why it is our focal point. Teacher created, tasks will provide ample opportunities for students to engage in the content and demonstrate their understanding and learning in both productive and receptive ways (given the level of the student). Direct, teacher led instruction will also provide students with a space to learn in small groups and practice their oral language with their teacher and peers alike.</p>

Rationale	Our teachers incorporate culturally relevant texts and materials while also making use of thought-provoking questions that apply to the real world. This helps teachers engage students in critical discussions with their peers. These interactions are utilized to help students cultivate new ideas and begin to develop meaningful questions of their own. Much of the work done after school and during Saturday Academy will be an extension of this focus. Our primary goal is to provide students with ample opportunities to practice their language skills, making use of their full linguistic repertoires, so that they can continue to expand upon their proficiency in English and other content areas, specifically Math and ELA.
Subgroups and grade levels of students to be served	Students will be served by both our ENL and content area teachers who will support them in developing their reading, writing, listening, and speaking skills. Sixth, seventh and eighth grade students will receive these additional classes in ELA and Math using an ENL teacher, and a certified Math and/or ELA teacher. The program will be open to all ELL students. Newcomers and long-term ELLs and our ELLs with IEPs will be encouraged to attend either the afterschool or the Saturday day Academy. Students will be grouped based on their current level to ensure that the supports used meet the learning needs of the student.
Schedule and duration	The program will be offered, Saturdays from 9 AM-12 PM. The after school enrichment for ELLs will run twice a week beginning in October 2022, and will run through June 2023. The Saturday Academy will begin November of 2022 and run through May of 2023.
Language of instruction	English with native language support will be used to instruct students.
Number and types of certified teachers	3 ENL teachers and 2 content area teachers will instruct students. For the program, there will also be 1 supervising administrator.
Types of materials	NYSESLAT preparation books, WIT tasks, Reading books (via Epic books and Sora), i-Ready, and IXL materials will be used to support Math and ELA instruction. All resources and materials will be kept on the Google Classroom. Students will have class portfolios to house their completed projects. Materials used will also allow students to learn English using the four modalities.
Include any additional details here:	Attendance will be kept on file.
The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy,After School
Grades to be served in this program. Select all that apply.	,6,7,8

## PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>We strive to provide all students, especially our ML/ELL students with instruction designed to meet their needs and help them build upon their skills. While our teachers know that ELL students have specific needs and understand that they are responsible for instructing ELL students regardless of content area, our teachers still need ongoing support in the ways in which they can design instruction to support all learners. We have designed a series of workshops specifically intended to support teachers in learning and implementing strategies to provide effective instruction. These will be provided in the fall of 2022 and the spring of 2023. These professional learning opportunities are offered to allow all members of the school community to engage in the learning.</p>
<p>Rationale</p>	<p>Teachers will be introduced to literacy strategies specifically designed for ELL students. Strategies will include ways that teachers can help students access text and acquire academic vocabulary. Strategies are intended to support students' development without reducing rigor. Teachers will have the opportunity to work with colleagues to modify an activity / lesson of a forth-coming unit and receive feedback. Teachers will work in small groups over the course of several weeks to work through this learning. Teachers will learn specifically about Core Academic Language Skills (CALs) and strategies for addressing the different domains within teaching. Teachers in the different content areas will also learn various strategies and skills to implement in their lessons that foster access and engagement for all ELL students. Teachers will learn new approaches to creating scaffolds and entry points for students based on their current level and goals. Teachers will meet remotely and collaborate using shared Google docs. Knowing the students, their level, and ways to address their learning needs will allow teachers to provide support and resources that help increase student achievement.</p>
<p>Teachers to receive training</p>	<p>All teachers and support staff will participate in offered trainings during the shared PD time.</p>
<p>Schedule and duration</p>	<p>PD will occur during the Monday PD time that teachers have embedded into the schedule. ELL PD will be offered bimonthly beginning in September of 2022.</p>
<p>Topics to be covered</p>	<p>The following topics will be addressed through different PDs: Who are our ELL students? Using the Four Modalities in Instruction Developing receptive and productive tasks Teaching Language and Literacy Skills to Emergent Bilinguals Implementing Scaffolds and Multiple Entry points across Content Areas</p>
<p>Name of provider</p>	<p>PD will be developed by our ENL team of teachers who will also lead the work with the staff.</p>
<p>Include any additional details here:</p>	<p>All agendas, sign-in sheets will be kept on file. Resources will be uploaded and stored on the shared Google classroom for teachers to use as a reference throughout the school year.</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>ACCION Academy will work with our CBO, Replications, to plan workshops for parents that will foster community building and provide parents with strategies and tools that the can use to support their students at home.</p>
<p>Rationale</p>	<p>Parents will be introduced to what students will be learning this year and will also be provided with the resources that are used in the classroom. This will allow parents to assist their children with academics and advocate for their child's education.</p>
<p>Schedule and duration</p>	<p>Workshops for families will be offered monthly, beginning in the fall (September) of 2022. Orientation for incoming families will occur September 1, 2022. Other parent workshops will occur on the second /third Thursday of each month with the exception of the meeting in October. October 12, 2022 will cover high-school applications. November 17, 2022 will cover literacy at home including digital platforms and general resources for families. This topic will be a three-part series. Part 2 be offered on December 8, 2022 and part 3 will be on January 12, 2023. February 9, 2023 and March 9, 2023 will cover a 2-part series for stress management. May 11, 2023 will close out the year with fun learning games and resources that can be used throughout the summer.</p>
<p>Topics to be covered</p>	<p>These sessions will be spent covering the following topics: -Digital Platforms and Resources for Families - Homework Help -Communicating with Teachers -Literacy in the Home -Strategies for Acquiring Vocabulary -Stress Management</p>
<p>Name of provider</p>	<p>Our CBO, Replications, will work closely with our school-based staff, including our parent coordinator and our teachers. Given the topic, the team will collaboratively plan and deliver the workshops to families.</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified of the events in different ways. At the beginning of each month, calendars will be shared with families, highlighting the important, upcoming, school evens. Additionally, phone calls and emails will go out to families informing them of the events. Students will be reminded in class as a way of building momentum and excitement for the events occurring at our school. The parent coordinator will work closely to support the parents and families of our community.</p>
<p>Include any additional details here:</p>	<p>All agendas and sign-in sheets will be kept on file. Furthermore, interpretation services will be available to parents during workshop sessions.</p>

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Allocation Amount (\$):	
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

**Title I Requirements and Strengthening Title I Parent Involvement:** Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

**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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school’s Title I Program	Title I SWP
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## Part 2: All Title I Schools

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Teacher Professional Development will be offered in Instruction, Culturally Responsive Teaching, Inquiry utilizing the DataWise Journey, and Multi-Tiered Support Services. The areas of concentration include ELA, Math, Supportive Environment. Teacher, staff, paraprofessionals and administrators will engage in Professional Learning activities that include, but not limited to: - Workshops - Interventions to improve planning and best practices - Inquiry Team Meetings - Collaborative Planning Time - Coaching / Mentoring - Lab Classrooms</p>
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## Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$437,707	x	ELA/Math/Quality IEP/ Supportive Environment
Title I, School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$13,366	x	ELA/ Math/ Quality IEP
Title III, Immigrant	Federal	\$5,980	x	ELA/ Math
Title IV, Part A	Federal	\$9,192	x	ELA/ Math
Tax Levy (Fair Student Funding)	Local	\$3,267,275	x	Supportive Environment

## Explanation/Background

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

**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 and Family Engagement 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.

# APPENDIX 5: COMMUNITY SCHOOLS

## APPENDIX 5: COMMUNITY SCHOOLS

### Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

**Directions:** Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Teletherapy	6-8	Therapy for students provided by Clinical Psychologist.	Supportive Environment
OmniLearn	6-8	Experiential learning for students through NYSED Approved Science Labs	ELA and Math
DYCD- SONYC	6-8	After School STEAM, Leadership, and Academic Program	ELA, Math, and Supportive Environment

### Implementation of Community School Core Features & Components

<p><b>Collaborative Leadership and Practice:</b> Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>School Leadership meets with the Community School Director (CSD) regularly to discuss programming, services, and budget. In addition, the CSD participates in school-wide meetings with staff such as School Leadership Team, Instructional Leadership Team, Attendance Team, Parent Association, Pupil Personnel Committee, and Crisis Intervention Committee meetings. In each of the meetings, the CSD can coordinate the services for the students, families, and school staff, aligning to the four pillars of community schools: Collaborative Leadership, Expanded Learning Time, Integrated student Supports, Active Family, and Community Engagement. The CSD has a voice in each meeting and is part of the school's decision-making process.</p>
<p><b>Family and Community Engagement:</b> Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>The Community School Team (CST) runs in conjunction with the School Leadership Team (SLT). The reason for this conjunction is due to the turnout of parents there have been in past meetings. Parents expressed that it is beneficial to combine specific panels in the interest of their time and availability. On a monthly basis, parent leaders are encouraged to invite other parents to attend meetings to have more ideas and representation from all grades. This includes having a voice at the School Leadership Team Meetings, Parent Association, Parent Townhalls, Workshops, Title I meetings. Parents communicate regularly with the Community School Director, Administrators, and other school staff. As the parents voice their concerns, the school monitors the current systems and structures to ensure we have the necessary tools and resources to address the needs of families. We also collaborate with neighborhood partners for additional services families can benefit from outside the school.</p>

### Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.



## Implementation of Community School Core Features & Components

<p><b>Wellness and Integrated Supports:</b> Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>In collaboration with our CBO and Montefiore partners, ACCION Academy offers a wide range of services to assist students in building healthy habits, building better social/emotional skills, and improving their academics. Montefiore provides health and wellness services through health clinicians or partners with an outside source if necessary. These services assist a child in addressing their social/emotional needs, in turn, building better-coping skills which leads to a student focusing more in the classroom. Montefiore will assist with the mental health referrals and assist with any medical concerns that arise for students. They offer physicals to attend school and not miss days due to scheduling an appointment, mental health counseling for families, and referrals to outside providers. Students have the opportunity to receive free eye and dental exams through the community school model promoting healthy habits. The CBO is also a member of the Climate and Culture Committee, supporting the planning of Restorative Justice practices at the school.</p>
<p><b>Every Student, Every Day:</b> Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies <a href="#">here</a>.</p>	<p>The school has a Parent Engagement and Care Team Program that mirrors the Success Mentoring Program. Each teacher has a caseload of 10-15 students with families that they check-in. Depending on the needs of the families, the check-ins maybe weekly or daily. This staff member is the family and student's first point of contact when needing any academic support. If a student is absent, the teacher will call the families immediately. Health Aide, Family Workers, and Parent Coordinators also assist with the phone calls. Depending on the needs of some families present, our Community-Based Organization Team, Social Worker, School Counselors, and Administrators provide resources and interventions as needed. The services staff may provide small group counseling, referrals to outside agencies, collaboration with government agencies, home visits, and restorative/ wraparound conferences.</p>
<p><b>Special Populations:</b> Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>The Community School Director and their staff are directly involved with students through advisory classes, tutoring programs, clubs, and other socialization activities. The CBO staff participates in the Instructional Leadership Team and Professional Learning workshops with teachers, so that their services can be an extension of what is happening inside the classrooms, and not isolated. The CSD also meets with the programmer to ensure the partners are embedded in the school day instruction, prioritizing our resources in ENL, Self Contained, and ICT classes. This provides students with more opportunities for experiential learning. In addition, the families of our Special Populations are also prioritized when creating the plan for teletherapy and advisory. The CBO and their staff also provide training for staff, students, and families around being culturally responsive and inclusive on campus and in the community. The Community School Director meets with School Leadership and the Social Worker to assess the needs of students in Temporary Housing and determine how funds are best used. If necessary the CSD will supplement with additional fundings, clothes, resources, and services to ensure the needs of our students and families are met, so that students can access instruction and focus on academics. Some of the services are provided directly at our school through pantries, coat/clothes drives, advisory, and other activities. When needed, referrals are provided to families for mental health and counseling. The CBO's provide their services to all families, including our special populations in a language that the family understands.</p>

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements

of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
  - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
  - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
  - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-