



**ACORN COMMUNITY HIGH SCHOOL**

**2008-09**

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

**SCHOOL:** **13K499**  
**ADDRESS:** **561 GRAND AVENUE**  
**TELEPHONE:** **718-789-2258**  
**FAX:** **718-789-2260**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

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

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K499      **SCHOOL NAME:** ACORN COMMUNITY HIGH SCHOOL

**DISTRICT:** 13      **SSO NAME/NETWORK #:** CLSO

**SCHOOL ADDRESS:** 561 GRAND AVENUE

**SCHOOL TELEPHONE:** 718-789-2258      **FAX:** 718-789-2260

**SCHOOL CONTACT PERSON:** Dr. Andrea D. Lewis      **EMAIL ADDRESS:** alewis3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Jaqueline Furman

**PRINCIPAL**

Dr. Andrea D. Lewis

**UFT CHAPTER LEADER**

Rose Robinson

**PARENTS' ASSOCIATION  
PRESIDENT**

Deborah Lacey

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

Steven Rose

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

I. Dimola

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

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

Name	Position/Constituency Represented	Signature
Dr. Andrea Lewis	*Principal or Designee	
Rose Robinson	*UFT Chapter Chairperson or Designee	
Deborah Lacey	*PA/PTA President or Designated Co-President	
Huey Stanley	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jaqueline Furman	DC 37 Representative, if applicable	
Steven Rose	Student Representative, if applicable	
Mahabuba Begum	Student Representative	
Judith James	Title I Parent Representative	
Kaaria Mucherera	Title I Parent Representative	
Cynthia Cotto	Title I Parent Representative	
Michele Williams	UFT Representative	
Candace Douglas	UFT Representative	
Andrea Piper	CSA Representative	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

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

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

---

### **MISSION:**

We will provide a learning environment that is rigorous in that it is reflective of high standards, and high expectations for all students. We will do everything possible to assure that at ACHS we are closing the achievement gap. All stakeholders will be accountable for the learning process.

Consequently, ACHS students will be able to enter a post secondary setting with the skills needed to achieve and sustain success in a post secondary setting resulting in the "Development of Tomorrow's Leaders."

### **VISION:**

In order to close the achievement gap ACHS will develop students as critical thinkers so that they will obtain admission to, and be able to be self-sustaining in, a post-secondary setting.

### **GENERAL INFORMATION**

ACORN Community High School was founded in 1996 as a partnership between the New York City Board of Education and A.C.O.R.N. (The Association of Community Organizations for Reform Now). ACORN Community High School (ACHS) was established to provide a small, safe, personalized, and challenging alternative to the zoned high schools. ACHS is centrally located between Crown Heights, Bedford Stuyvesant, and the Fort Greene Brooklyn neighborhoods. ACHS is a 9<sup>th</sup> - 12<sup>th</sup> grade school serving a population of approximately 750 students from culturally diverse backgrounds. The school enjoys a strong relationship with these communities and strives to maintain the original vision of its foundation.

The school was instituted on the theme of "Community Affairs and Social Change." Within the theme-based design, the intention was for a rigorous Regents-based academic program. During the 2006-07 school year, ACHS was identified as 1 of 6 schools in NYC to effectively close the achievement gap between minority and white students.

### **ACHS PROGRAMS**

The school houses 7 ninth grade classes (4 literacy blocks, 1 self-contained, 2 AVID), 8 tenth grade classes (5 Literacy, 1 self-contained and 2 AVID), 8 eleventh grade classes (2 AVID, 4 Literacy and 2 self-contained), and 6 twelfth grade classes (1 AVID and 5 Literacy). There are also 1 CTT class and 25 ELL students. The average class size is 30 students.

In the 2008-2009 school year, ACHS continue to use block scheduling and a rigorous academic course load to prepare students for the post-secondary institution.

ACORN Community High School is a 21<sup>st</sup> Century Learning Center school, which is reflective of an extensive after school program for students and parents.

ACORN Community High School provides a challenging education that fosters equality, respect and responsibility among students, staff, parents and the varied communities of Brooklyn and New York City. Students are expected to behave in a friendly businesslike manner and to treat both fellow students and staff with courtesy and respect. Our vision is that all our graduates will demonstrate that they are prepared to integrate academic and applied knowledge in a post-secondary institution or the work venue of their choice.

ACORN offers several academic programs, as well as activities. The academic programs include Technology, which offers a Microsoft Operating Systems Certification (MOUS) upon completion, SPEAR (an all boys academy), Advanced Placement Via Individual Determination (AVID) program, Advanced Placement Exams in six areas, after-school tutorial and extended day program, College Now and College Summit. Activities range from debate, girls talk, various physical education activities including basketball, portfolio roundtables to Career and College Fairs.

ACORN also has established a number of partnerships with various community organizations. The various organizations include ACORN, Bridge Street Development Corporation, Interfaith Medical Center, Medgar Evers College, Prospect Park Environmental Center (BCUE), Brooklyn Academy of Music (BAM), New York Public Library, New York Hall of Science, New Jersey Nets, among others.

ACORN Community High School continues to strive to provide an environment that is rigorous and reflective of high standards. Our goal is to provide everything possible to assure that we are “closing the achievement gap” – holding all stakeholders accountable for the learning process. In return, ACHS students will be able to enter a post-secondary setting with the skills needed to achieve and sustain success while in the post-secondary setting resulting in the “Development of Tomorrow’s Leaders.”

**SECTION III – Cont’d**

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

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	ACORN Community High School				
<b>District:</b>	13	<b>DBN #:</b>	13K499	<b>School BEDS Code #:</b>	331300011499

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		76.5	79.1	80.9		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		95.7	97.1	96.3		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		82.5	79.5	84.9		
Grade 8	0	0	0						
Grade 9	313	277	286	<b>Students in Temporary Housing:</b>					
Grade 10	189	242	204	(Total Number as of June 30)	2006	2007	2008		
Grade 11	94	104	188		5	6	5		
Grade 12	97	85	69						
Ungraded Elementary	N/A	N/A	N/A	<b>Recent Immigrants:</b>					
Ungraded Secondary	2	1	2	(Total Number as of October 31)	2006	2007	2008		
Total	695	709	749		2	3	5		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	49	40	39						
No. in Collaborative Team Teaching (CTT) Classes	0	28	50	Principal Suspensions	16	17	41		
Number all others	46	35	17	Superintendent Suspensions	14	12	25		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	22	21	25	<b>Number of Staff:</b>			
# ELLs with IEPs	1	0	3	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	41	34	46
				Number of Administrators and Other Professionals	12	13	17
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	1
	22	24	25				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	97.6	100.0	100.0
American Indian or Alaska Native	0.6	0.6	1.2	Percent more than two years teaching in this school	46.3	42.9	50.0
Black or African American	79.9	80.8	81.0	Percent more than five years teaching anywhere	29.3	28.6	29.2
Hispanic or Latino	17.0	16.2	15.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.1	1.2	Percent Masters Degree or higher	59.0	69.0	54.0
White	1.7	1.3	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	71.1	87.2	98.9
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	44.0	46.8	48.1				
<b>Female</b>	56.0	53.2	51.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	IGS
	Science:			Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				v	v	v
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				v	v	
<b>Student groups making AYP in each subject</b>				3	3	1

#### Key: AYP Status

v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
v <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	64.4	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	O
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	O
Student Progress (Comprises 55% of the Overall Score)	35.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	7.0	Quality Statement 5: Monitor and Revise	W

*Note: Progress Report grades are not yet available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **1. Review And Analysis:**

#### **A. Annual School Report Card, Progress Report, and SQR Data:**

While achieving an "A" on our 2007-2008 Progress Report and a "Well-Developed" on our SQR an analysis of the 2006-2007 School Report Card indicates that ACORN Community High School has improved in several important areas: ELA Regents Scores, Math Regents Scores, and daily attendance.

While many improvements were noted we need to make continued improvement all subject area Regents exams and particularly in the ELA and History Regents. One of the major barrier to our continued improvement has been our need to improve student attendance and teacher retention rates. Additionally, the number of cohort students sitting for all Regents exams must be increased and more students in our Special Education disaggregated subgroup need to sit for all Regents exams and RCT exams (where appropriate). Our Special Education students need to be better prepared for the type of rigor asked for on Regents exams. Lastly, our Learning Environment Survey reveals that we must improve the perception amongst our staff and students on the level of Safety and Respect here at ACORN Community High School.

Our strengths are in closing the achievement gap and in student credit accumulation. Additionally, we received an outstanding rating on our 2007-08 SQR for Quality Statement 1 (School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time) and or Quality Statement 3 (The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning).

Following is a detailed analysis of how we plan to use our strengths to address our weaknesses and continue on the path of improvement for our students and our school.

- **Suspension/Incident Rates:**

Suspension rates increased during the 2007-08 school year. The reason for the increase has to do with a new security system and student information system. These new systems were put into effect in order to increase teacher and student satisfaction with the Safety and Respect category of our Learning Environment Survey. The Safety and Respect category was 34.1% for teachers and 26.7% for students, our lowest categories for each group. There was a perception that the school did not respond adequately to disruptive and disrespectful students

In order to improve school tone, school rules were strictly enforced and accurately reported in our new school data system. Teacher's can make direct referrals to Dean's and have letters sent home to parents by our office staff. Additionally, we added two Dean's to our staff through a combination of Circular 6 activities and through comp periods.

Throughout the year we will conduct workshops on classroom management and improving instruction and expect this to impact on this year's statistics and next years.

The following P.D. sessions were offered during the 2007-2008 school year to assist staff which resulted in a substantial decrease in suspensions.

- Conducting a new teacher seminar on classroom management the last week in August for new staff members.
- Create an after school detention program
- After school mini-pd's on classroom management led by senior teachers and mentors
- Increase the number of hall sweeps conducted by security and the deans, so students will not linger in the halls or cut classes.

<b>Year</b>	<b>Number of Suspensions</b>
<b>2007</b>	67
<b>2006</b>	19
<b>2005</b>	30
<b>2004</b>	83

- **Graduation Rates:**

According to our 2007-2008 School Progress Report our graduation rate is 70.1%, which was an 8.1% increase over the previous year. While our graduation rate is higher than the City's graduation rate of 58.1% and our Peer Horizon's rate of 66.0%, it still remains unacceptably low. The number of students who dropped out of school increased each year from 2003-2006, however, in 2006-07 school year we reversed that trend. The percentage of students dropping out fell to 4% in 2006-2007.

In order to continue increasing our graduation rate and to decrease the number of students dropping out we will do the following:

- Continue funding for a full-time attendance teacher to stay on top of LTAs who often turn into dropouts.
- Continue the individual goal setting with students on the classroom and guidance level. Including specific goal setting using SMART goals for students on the sub-strand level in all subject areas.
- Assist students who are unsuccessful in our school to find another school that can better meet their specific needs.

- Increase parent & student knowledge about graduation requirements & student progress.
- Continue our strong AVID program in all grade levels to continue giving students the strong foundation they received this year and to prepare our students for success in college.
- AIS classes and independent study classes will be offered in all core subjects to help students meet graduation requirements.

- **Student Attendance Rates:**

A comparison of our 2006-07 and 2007-08 Progress Report shows a 1.8% increase in student attendance. Last year's overall attendance rate was 80.1% which places us in the 37.4% percentile in our Peer Horizon and in the 33.5% percentile for the City Horizon. We plan to improve our attendance by doing all of the following:

- Offering students with good or improved attendance incentives and awards.
- We have formed an Attendance Committee that meets monthly that investigates and action plans to address concerns regarding attendance on a school policy level and on an individual student level.
- We have formed an inquiry group in our Guidance Department that will work with a sample of students who are in need of improved attendance. This group will create interventions that will be reported to the Attendance Committee and school administrators.
- Utilizing the phone master to let parents know when students have not attended school.
- Paying for a full-time attendance teacher.

Year	Percent of Days Students Attended
2007	80.9
2006	79.1

- **ELA and Math Achievement Rates After Four Years of Instruction**

According to our last available New York State School Report Card, issued on July 15<sup>th</sup>, 2008, our school continues to meet all of its NCLB/SED AYP targets for all sub-groups (Black or African American and Economically Disadvantaged). Our school is currently In Good Standing for the third consecutive year.

- **Special Education Subgroup Performance on Graduation Assessment Requirements:**

In the 2006-07 school year we had fewer Special Education students meeting the ELA and Math graduation requirements. In ELA and Math the results decreased considerably from each of the two previous years. In light of this, we have begun AIS classes on Saturday's for special education students Regent's Exam preparation. Lastly, we have most special education students seated in team teaching classes and have increased our CTT budget considerably over the past three consecutive school years.

Special Education Students' Graduation Requirements Data						
Year	Special Ed. Students	Regent's Pass Rates that Met Graduation Requirement				
		ELA	Math	Science	Global History	U.S. History
2006	3	-	29%	-	-	-
2005	24	46%	55%	73%	31%	45%
2004	7	28.6 %	42.9%	42.9 %	42.9 %	28.6 %
2003	8	62.5 %	50 %	-	-	-

All Students Performance on RCTs									
Subjects	2003 - 2004		2004-2005		2005-2006		2006-2007		
	Special Ed		Special Ed.		Special Ed.		Special Ed.		
	# Tested	Passed	# Tested	Passed	# Tested	Passed	# Tested	Passed	
Math	15	66.7	3	-	16	56.0	1	-	
Science	19	36.8	21	9.5	19	63.0	3	-	
Reading	1	-	2	-	34	41.0	5	0.0	
Writing	1	-	3	-	27	85.0	3	-	
Global St.	8	37.5	7	28.6	11	0.0	1	-	
U.S. Hist.	2	-	7	28.6	10	50.0	4	-	
<b>Total # of Exams Taken</b>	<b>46</b>		<b>44</b>		<b>117</b>		<b>17</b>		

- In order to protect students' identities The School Report Card does not report data for groups with fewer than five students.

- **Teacher Experience and Qualifications:**

Our school struggles to maintain high teacher quality and retention. Some teachers who did not share the same mission and high expectations for our students, left over the last two years. Other new teachers were not successful in meeting the demands of an urban high school teaching career and thus chose to pursue other employment opportunities. Another reason for this is that we increased the number of teachers at our school over the past two years and nearly all of them were new to teaching.

While many of our new teachers are hired from the NYC Teaching Fellows and Teach For America, we often see these teachers leave the system after their minimum service period has ended. To combat this trend we have instituted a late August New Teacher Induction Workshop and a New Teacher Induction Program that lasts throughout the new teacher's entire first year. The program includes a school based mentor, common planning time for all teachers in each department, and regular meetings with administrators.

Year	More Than 2 Years at ACHS
2007	50.0 %
2006	42.9 %
2005	46.3%
2004	43.2%
2003	57.1%

<b>Year</b>	<b>More Than 5 Years Teaching Anywhere</b>
2007	29.2%
2006	28.6%
2005	29.3%
2004	43.2 %
2003	46.4 %

<b>Year</b>	<b>Teachers with Masters Degrees or Higher</b>
2007	54.0%
2006	69.0%
2005	59.0%
2004	67.6 %
2003	71.4 %

## **B. 2007-2008 School Quality Review Findings:**

### **What the school does well**

- The principal has established a clear and powerful vision for school improvement and is leading the school towards greater success for more students.
- The school's cabinet is exceptionally committed to gathering and using data effectively and systematically to inform instruction and improve student learning.
- The school empowers teachers to become leaders in sharing best practices and collaboratively planning for student success with a high degree of accountability.
- The principal and assistant principals provide very effective instructional leadership and support to both new and seasoned staff to enhance teaching.
- The school is exceptionally successful in using data effectively and strategically to set goals for the school, students and staff to address specific needs.
- Administration and staff have extremely high expectations for student success and respond immediately when students experience difficulty.
- The school provides a very broad and compelling curriculum to extend learning both within and without the regular school day.
- Parents and students greatly respect and trust school personnel and support the vision of the school.
- The administrative team has developed highly effective procedures for communicating with all stakeholders to track students closely.
- The school has established very effective partnerships with a variety of outside agencies and organizations to enrich and enhance student growth.

### **What the school needs to improve**

- Further develop the capacity and confidence of teachers to use data to differentiate instruction in order to embed exemplary practices across the subject areas.
- Further build the capacity of all faculty to effectively use technology to manage student information.

## **What we will do to improve**

- We have implemented the inquiry process throughout each academic department's professional learning communities. Teachers meet each week, by department, to share best practices and analyze student work and data to goal set and to improve instruction.
- We are expanding the number of inquiry teams in our school from 1 to 3. The inquiry teams will be using periodic assessment data, as well as, classroom portfolio assessment to drive instructional initiatives to improve student learning.  
We will also continue are school improvement in the following areas:

### **1. Professional Development:**

- a. Analysis of student work drives professional development
- b. Analysis of teachers' lessons and assignments drives professional development.
- c. Teachers regularly reflect on their teaching practices to identify their own professional development needs. Specific emphasis is placed on teachers' efforts to move toward a "teaching for understanding" pedagogical approach.
- d. Faculty members regularly collaborate within and across grade levels to improve curriculum, assessments and instruction.

### **2. Teaching and Learning:**

- a. Teachers provide all students (including those in Special Education and English Language Learners) with equal access to rich learning opportunities and resources (e.g., technology, teaching strategies, manipulatives).
- b. Teachers make understanding goals for students clear and explicit at the beginning of each unit and each lesson. They also discuss with students the purposes behind each lesson and/or unit.
- c. Students can explain why they are doing what they are doing and can connect their work to overarching understanding goals and essential questions.

### **3. Management and Decision Making:**

- a. Improvement goals are clearly communicated, well understood, and prioritized by administration, faculty and families.
- b. Specific action plans are linked to improvement goals. These plans have attainable targets and measurable benchmarks.
- c. At the school level and pathway level all stakeholders (administrators, teachers, parents, students, and community representatives) are engaged in a formal, collaborative governance structure that effectively addresses school-wide issues related to: instruction, curriculum, climate, expectations.

### **4. Assessment:**

- a. Assessment at each grade level, build upon skills and knowledge demonstrated by students in previous grade levels.
- b. Teachers use a variety of formal assessments (standardized tests) and informal assessments (teacher-created tests and quizzes, performance-based assessments, rubrics to measure writing and presentations, teacher

observations) not that all students have multiple opportunities to demonstrate mastery and understanding.

- c. Artifacts show written, oral and visual student work that is rich in content area learning, as well as students' reflection on their learning.

**5. Family & Community:**

- a. The school and pathway have an established program to provide on-going support for parents.
- b. The school regularly partners with families to share information about their child's learning. Families regularly work with the school to address their child's developmental and academic progress.

## **2. Implications for the Instructional Program:**

### **A. Need for Program Modification:**

#### **1. ELA Achievement Rates After Four Years of Instruction:**

Continue the following:

- Having a literacy coach
- Subject-area professional development
- Common planning time for English teachers.

Modify/Implement the following:

- Create better procedures for notifying students that they are supposed to sit for the ELA exam
- Make all 11<sup>th</sup> and 12<sup>th</sup> grade teachers aware at the beginning of each year which 4<sup>th</sup> year students still need to sit for the ELA exam.
- Create AIS classes for all 3<sup>rd</sup> and 4<sup>th</sup> year students who failed the ELA exam.
- Program fewer students for 11<sup>th</sup> grade English so that more individualized instruction can occur.

#### **2. Math Graduation Requirement Achievement Rates After Four Years of Instruction:**

Continue the following:

- Having a math coach to conduct math professional development
- Subject-area professional development
- Common planning time for math teachers.

Modify/Implement the following:

- Develop 90 minutes block in math for 9<sup>th</sup> and 10<sup>th</sup> grade students.
- Provide professional development for teachers re: teaching in the block.
- Increase notification to parents regarding Regents exam.

#### **3. Special Education Subgroup Performance on Graduation Assessment Requirements & RCT Performance:**

Continue the following:

- Including the ELA special education teacher in all ELA professional development
- Trying to hire qualified and experienced special education teachers.

Modify/Implement the following:

- Create better procedures for notifying special education students and their guardians that they are scheduled to sit for RCT/Regents exams.
- Make all 11<sup>th</sup> and 12<sup>th</sup> grade special education teachers aware at the beginning of each year which 4<sup>th</sup> year students still have not met graduation requirements.
- Include all special education teachers in the common planning time for each subject area.

### **B. Factors that Need to be Addressed to Ensure ALL Students Succeed:**

The following is a list of factors that need to be addressed to ensure all students succeed at our school:

- Improved instruction via professional development
- Hiring of more experienced and fully licensed teachers
- Improved number of special education and IEP students who sit for the RCT exams.
- Provide block programming in core areas for 9<sup>th</sup> and 10<sup>th</sup> grade students

### **C. Provision of Academic Intervention Services:**

1. Increase the number of AIS courses available to juniors and seniors in ELA who have not passed the ELA Regents exam.
2. Continue using AIS funding for 9<sup>th</sup> grade literacy and numeracy classes.
3. Continue to use AIS funding to cap literacy and numeracy classes at 26.
4. Continue using AIS funding for 2<sup>nd</sup> – 4<sup>th</sup> year students struggling to meet the graduation requirements in Math.
5. Continued day program.
6. Develop Parent Academy.
7. Increased rigor in core subject areas.

### **ENGLISH LANGUAGE ARTS**

According to our School Progress report our Weighted Regents Pass Rate increased from a .72 in 2006-07 to a 1.05 in 2007-08. Relative to our Peer Horizon we are in the 58.3% percentile and to the City Horizon we are at the 59.5% percentile for English Regents pass rate. This is a 10% and 19% (respectively) improvement over last year. However, as noted above, we must improve our Special Education instruction with respect to ELA. Additionally, ELA instruction for our Lowest Third must also improve.

### ***Classroom/Teacher Observations, 2007-2008 School Year***

Observations both formal and informal showed evidence of the following:

#### **A. Curriculum/Pedagogy:**

- Literacy strategies are used in all 9<sup>th</sup> grade English classes.
- The Literacy Coach works directly with the 9<sup>th</sup> grade literacy teachers and the ELA Department.
- The workshop model is in use in all classes.
- All English teachers use their common preparation period to plan together and to reflect on their practice and student success.
- All ELA teachers have given writing assignments requiring revision.
- An inclusion model for Special and General Education students began in all ELA classrooms.

#### **B. Seat Time:**

- Ninth grade Literacy classes meet daily for 90 minutes and have approximately 25 students on the class roster. Additionally, 9<sup>th</sup> grade students have a 45 minute literacy-based elective class.

#### **C. Classroom Environments:**

- All ELA classes have a print-rich environment. Class routines are posted.
- All ninth grade classrooms have substantial libraries containing a wide variety of genres and reading levels. The libraries are well organized by genre.
- All other ELA classrooms have libraries, although some are more substantial than others.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following contains implications for our ELA instructional program. Although the implications are listed under headings, many of them fit in multiple categories.

#### **Literacy**

- NEW: All Literacy teachers will receive professional development on the Teachers College Reading and Writing Project Balanced Literacy program and units. The literacy coach will provide this support.

- NEW: All Literacy teachers will have common meeting time each Friday for 90 minutes.
- The implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained special education classes.
- Continuation of Literacy Coach's work.
- Professional Development for 10<sup>th</sup> grade teachers on continuing elements of the 9<sup>th</sup> grade literacy program.
- Continuation of professional development on print-rich environments and the importance of posted routines and students work.
- Continuation of support for classroom libraries in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development.

### **Programming/Scheduling**

- NEW: All ELA classes will have longer blocks of time for extended seat time so improved writing group, peer editing, book group, and Regents preparation instruction can occur.
- Continuation of our 90-minute literacy blocks for 9<sup>th</sup> graders scoring 1 or 2 on the 8<sup>th</sup> grade ELA exam. Continuation of small class sizes (approximately 25 students) for 9<sup>th</sup> grade literacy students.

### **Academic Intervention Services**

- Continued provision of Academic Intervention Services to all students who are not meeting State standards.

### **Adequate Yearly Progress (AYP)**

- Provide teachers with appropriate professional development to adequately meet the effective AMO for all students and subgroups.

### **School-Wide Professional Development**

- Professional Development on teaching in longer blocks of time.
- All teachers will be members of ATLAS Whole-Faculty Study Groups.
- Continuation of posting standards and professional development on what standards are for and why they are important to use.

### **ELA Department Professional Development**

Continuation of and/or development of intensive professional development will be provided in the following areas:

- Professional Development: Regents data driven P.D. on section analysis of Regents results and curriculum planning based on the analysis.
- Professional Development is needed for 10<sup>th</sup> grade ELA teachers by the 9<sup>th</sup> grade literacy teachers so various literacy routines and strategies can be continued.
- Pacing calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments, examine and assess student work to focus instruction directly on student needs to meet the standards.
- Workshop Model, specifically for ELA teachers
- Project-based learning
- Essential Questions (daily and unit wise)
- Effective Assessment/Feedback for students' work
- Writing Process/Writing Groups
- Peer Revising/Peer Editing
- Book Clubs
- The understanding and use of specialized instructional strategies to meet the needs of special populations.
- Teaching in 90-minute blocks of time
- ESL strategies and the new ELL standards
- Effective strategies for teaching reading, including: choice, level-appropriate reading, peer reading; identifying sequence, main idea and theme; and understanding literary terms and types of writing

## **Regents Procedures**

- We must get more students to show up for the Regents exam and/or the RCT Writing exam. We need to create a better process for notifying and encouraging students to attend the exams.

## **Special Education**

- We must increase the number of Special Education students sitting for the ELA Regents or RCT exams.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Continue the use of the inclusion model for Special Education and General Education students.
- Provide professional development for team-teaching strategies in an inclusion setting. Include opportunities for inclusion teachers to visit similar programs at other schools.

## **English Language Learners**

- Investigation of best practices for sustaining and accelerating the achievement of English language learners.

## **Data Driven Instruction/Professional Development**

- Teachers will use data from ARIS, periodic assessments, section analysis of the ELA Regents results, portfolio and formative assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Continuation of Section Analysis of ELA Regents results.

## ***HIGH SCHOOL MATH REGENTS:***

According to our School Progress report our Weighted Regents Pass Rate increased from a .65 in 2006-07 to a 1.37 in 2007-08. Relative to our Peer Horizon we are in the 86.3% percentile and to the City Horizon we are at the 80.3% percentile for Math Regents pass rate. This is a 51% and 52% (respectively) improvement over last year. Below are our findings from classroom observations and an our instructional plan to continue the strong growth in our mathematics instruction.

### **1. CLASSROOM/TEACHER OBSERVATIONS**

Observations both formal and informal showed evidence of the following:

#### **A. Curriculum/Pedagogy**

- The workshop model is used in all of the math classes, with varying levels of excellence.
- The Agenda is posted in every class during each period.
- Additional professional development on how to effectively use an agenda to gage instruction and adequately facilitate the math workshop will be provided.
- Aims and agenda are displayed in all classes, with varying degrees of organization and presentation.
- Technology is being infused into many of the math classes by use of the overhead and working on math lessons via Internet and math software. Including installation of Smartboards in all Math classrooms.
- Many math teachers have initiated math projects, which require that students utilize websites and library resources.

- Continued professional development on literacy strategies and writing techniques will be held in order to insure these strategies are being infused in all math classes.
- There is some evidence of the infusion of Accountable talk practices in several math classes; however professional development is needed to continue to train teachers on how to successfully implement it.
- Math teachers use a common meeting time for 90 minutes each Friday afternoon to discuss, develop ideas, plan curriculum, and reflect on ideas.
- Vocabulary word walls are evident in each classroom.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for our Math instructional program for Grade 9 - 12:

#### **Programming/Scheduling:**

- Continuation of small class size for numeracy blocks.

#### **Academic Intervention Services:**

- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards through the use of in house tutoring, after-school and on Saturdays. Math A and Integrated Algebra recovery classes are being provided to assist 9<sup>th</sup> – 12<sup>th</sup> graders who have not passed academic standards.

#### **Annual Yearly Progress:**

- Provide teachers with professional development to adequately meet the effect AMO for all students and subgroups.

#### **School-wide Professional Development:**

- Continued Initiative: Professional Development for all math teachers on teaching in the block, where required.
- Professional development in the understanding and use of diverse instructional strategies to meet the needs of all learners.
- The infusion of technology as a resource for expanding instructional strategies in teaching mathematics. Technology teachers and math coach to support the infusion of technology in math will provide professional development.
- On going professional development to assist teachers in infusion Accountable talk practices as a method of promoting the development and retention of mathematical concepts.
- Math teachers will participate in common planning groups designed to improve instruction and enhance current school practices and procedures in order to increase achievement in mathematics school-wide.

#### **Math Department Professional Development:**

- Professional development in the components of the workshop model in all math classes including self-contained special education.
- All math teachers will become familiar with and use the reading and writing strategies to develop math concepts.
- Math classroom libraries will continue to be established in every classroom. A variety of class sets of manipulatives, activity books, and other math support books will be supplied. The math coach will provide professional development. It will include the framework of

teacher knowledge, teacher skills and professional development experiences in all the components of the workshop model and the use of manipulatives.

- Pacing calendars have been developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards. Curriculum maps will bridge real-world connections with math concepts.
- Teachers will develop curriculum letters that reflect the needs of each student and provide the opportunity for varied assessment and grading policies. These varied assessments will integrate into instruction (including both formal and informal assessments) to evaluate how students think and what they can do rather than what they cannot do. These letters are sent to parents to outline the course requirements and expectations.
- Teachers will continue to develop curriculum that meets the needs of the students, as well as the math standards and infuses the use of technology, smart boards and graphing calculators. Curriculum will also be written for elective course in math to enhance and extend the course choices students have to choose from.
- Teachers will build a data bank of activities and math resources to support the infusion of hands on activities and problem solving techniques.
- Math teachers will collaborate to build a curriculum map, which infuses the communication skills of reading, representing, speaking, listening, and writing to help students develop a strong conceptual understanding of mathematics.
- Intensive professional development will be provided through weekly coach meetings, and a school-based professional development team: Principal, AP, Coach, Math teacher leaders and other essential participants who will demonstrate outstanding classroom practices to other teachers.

#### **Regents Procedures:**

- Increase outreach efforts for student to sit for math exams and create a more effective system for notifying and encouraging students to take Math Regents.

#### **Special Education:**

- Continue increase the number of Special Education students sitting for the Math Regents or RCT exams.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Continue the use of the inclusion model for Special Education and General Education students.
- Provide professional development for team-teaching strategies in an inclusion setting. Include opportunities for inclusion teachers to visit similar programs at other schools.

#### ***HIGH SCHOOL SCIENCE REGENTS (Grade 9-12)***

According to our School Progress report our Weighted Regents Pass Rate decreased from a 1.33 in 2006-07 to a 1.20 in 2007-08. Relative to our Peer Horizon we are in the 62.0% percentile and to the City Horizon we are at the 61.3% percentile for our Science Regents pass rate. This is a 24% and 15% (respectively) decrease over last year. This decrease is due to a large turn-over in staff in our Science Department over the past two years. Each of our current Science teachers has less than two years teaching experience anywhere.

## Summary of Classroom/Teacher Observations, 2006-2008 School Years

Observations, both formal and informal showed evidence of the following:

### A. Curriculum/Pedagogy:

- Infusion of technology through use of mobile lab carts.
- Infusion of literacy is present in all science classes.
- Increase in rigor
- The workshop model is in use in all classes, although with varying degrees of excellence.
- Project-based learning is evident in the Science classes.
- Grade-level Essential Questions have been evident throughout the year; professional development
- Labs have been successfully structured in a 90-minute block once a week to help better infuse the required 1200 minutes.
- Several teachers expressed a lack of understanding and use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs.

A review of itemized data indicates student weakness across the discipline:

- ❑ *Conceptual understanding*
- ❑ *Communicating understandings and findings*
- ❑ *Identifying main ideas*
- ❑ *Understanding scientific language and vocabulary*
- ❑ *Processing application-based skills*

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following are implications for science instructional program for our high school students:

#### **Programming/Scheduling:**

- 90-minute block scheduling for all science classes.
- Continuation of the infusion of literacy in all science classes.
- Continuation of instructional strategies that have contributed to overall improved student achievement.
- Continuation of support for classroom libraries in every classroom. In a variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development for science teachers.
- Curriculum maps will be developed for each science discipline.
- All Science teachers will meet for 90 minutes each Friday afternoon to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Create a better selection criteria for students who attend higher-level science classes (i.e., physics and AP science).

#### **Academic Intervention Services:**

- Science teachers will do item analysis on their regents' exams to further assess student strengths and weaknesses.
- Teachers will build upon and revisit concepts, skills and knowledge previously addressed.

- After-school and Saturday school credit recovery and Regents Prep classes will be offered to struggling students.
- An Assistant Principal of Instruction will be dedicated to the Science Department to support instructional and professional development of the teaching staff.

**Adequate Yearly Progress:**

- Provide teachers with appropriate professional development to adequately meet the effective AMO for all students and subgroups.

**School-wide Professional Development:**

- Science teachers will participate in weekly common planning meetings to identify and implement strategies that will help further overall student achievement.

**Special Education:**

- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations (SPED & ELL).
- Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusionary model and additional support for special needs students in the general education setting.
- Examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education, special education, and bilingual classes.

## ***HIGH SCHOOL SOCIAL STUDIES REGENTS***

According to our School Progress report our Weighted Regents Pass Rate for US History increased from a .66 in 2006-07 to a .82 in 2007-08. Relative to our Peer Horizon we are in the 48.2% percentile and to the City Horizon we are at the 43.3% percentile for US History Regents pass rate. This is a 6% and 7% (respectively) improvement over last year. For Global History our Weighted Regents Pass Rate increased from a .07 in 2006-07 to a .77 in 2007-08. Relative to our Peer Horizon we are in the 51.3% percentile and to the City Horizon we are at the 49.2% percentile for the Global History Regents pass rate. This is a 49% and 46% (respectively) improvement over last year. While there have been significant gains in the past year, Social Studies' Regents' are our lowest relative scores compared to our Peer Horizon and the City Horizon. Below are our findings from classroom observations and our instructional plan to continue the strong growth in our Social Studies instruction.

### **Summary of Classroom Teacher Observations 2006-2008 School Year**

Observations both formal and informal showed evidence of the following:

#### **A. Curriculum/Pedagogy**

- Infusion of literacy is present in all social studies classes.
- Backward design planning was evident in all social studies classes.
- Common assessments and a department-wide rubric have been created for all assignments, projects, and assessments.
- Portfolio assessment is evident in all social studies classes.
- Curriculum revision is needed in the area of Participation in Government and Economics.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following contains implications for our social studies instructional program. Although the implications are listed under headings, many of them fit in multiple categories.

#### **Programming/Scheduling**

- We re-arranged the sequencing of social studies courses to facilitate in-depth analysis of U.S History and Global Studies. Students will take government/economics BEFORE they take U.S. History.
- All social studies classes will be taught in 90 minute blocks instead of in 45 minute blocks for the entire year. Global Studies will be taught in the 11<sup>th</sup> grade year for a full-year double-period course.

#### **Academic Intervention Services**

- We will offer AIS classes during the school day, after school, and during Saturday School for both the Global Regents and the U.S. History Regents.

#### **Adequate Yearly Progress:**

- Provide teachers with appropriate professional development to adequately meet the effective AMO for all students and subgroups.

#### **School-Wide Professional Development**

- Teachers will meet for common planning for 90 minutes each Friday with all Social Studies teachers.
- Departmental SMART Goals will be established each month to move instruction and student achievement.

- Continuation of posting standards and professional development on what standards are for and why they are important to use.

### **Literacy**

Social Studies teachers will infuse literacy skills throughout the curriculum. Speech and debate, research skills, argumentative thesis writing, and perspective analysis will be cornerstones of this literacy initiative. All students will be required to pass a portfolio roundtable and defend their course learning's to a panel of staff, students, and community members at the end of each Social Studies course.

### **Special Education**

- We must increase the number of Special Education students sitting for the Social Studies Regents.
- We have increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in general education classes. All special education students are in CTT classes, except for self-contained students. All self-contained students now have a licensed Social Studies teacher as their instructor.

### **English Language Learners**

- Investigation of best practices for sustaining and accelerating the achievement of English language learners.

### **Data Driven Instruction**

- Teachers will use data from scholarship reports, portfolio assessment, diagnostic, formative, and summative assessment, and a section analysis of the social studies Regents to assist students in meeting success.
- Continuation of section analysis of social studies Regents.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

---

After the review of several reports including, ARIS, the Scholarship Report, Regents exams and others, ACORN Community High School has determined that the following six school-wide goals will be their focus for the 2008- 2009 school year:

- To increase at least 5% of the number of students passing teacher generated assessments and Acuity assessments this school year (2008-2009) as compared to last school year (2007-2008).
- Sixty percent of the students who are at level one will increase three TC reading levels, by the end of the school year, as measured by Teachers College Running Record and the ELA teachers' informal reading assessment.
- To Improve literacy within students' first year through focusing on: increasing 60% of the level ones by 3 TC Reading levels by the end of the year, instructing 75% of the students to select and compile their own fiction and non-fiction reading lists, and facilitating 80% of the 9<sup>th</sup> & 10<sup>th</sup> grade students to complete 5 essays and defend their works by June 2009.
- To provide professional development for CTT teachers in order to increase effective collaborative planning resulting in a 2% increase in academic success (As evident by progress report for special needs students).
- By increasing knowledge of conflicts, changing conflict -oriented attitudes and developing skills to reduce students' involvement in conflicts at least 10% of the number of conflicts that occur will be reduced this year.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• To increase at least 5% of the number of students passing teacher generated assessments and Acuity assessments this school year (2008-2009) as compared to last school year (2007-2008).</li> </ul>	
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• To materialize the aforementioned goal, the Math department works on different activities for the students such as one-on-one tutorial, Saturday Regents review classes, Math PD for parents to help students, and Math inquiry team. The Math coach and the Math teachers are all responsible in implementing these activities every semester.</li> </ul>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Math Department has a \$10,000 budget. Money will come from Title I, tax levy. The money will be spent in the following matter               <ul style="list-style-type: none"> <li>○ - Teacher Professional Development (60%)</li> <li>○ - Manipulatives (30%)</li> <li>○ - Technology (10%)</li> </ul> </li> </ul>	
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• The Math teachers administer different types of assessments (diagnostic, formative, predictive) to ascertain our progress toward the goal we set. The Math coach works with the teachers in gathering and analyzing the data collected from the students output.</li> <li>• Regents results will increase by 2%.</li> </ul>	

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** English Language Arts

<b>Annual Goal</b>	<ul style="list-style-type: none"><li>• To Improve literacy within students' first year through focusing on: increasing 60% of the level ones by 3 TC Reading levels by the end of the year, instructing 75% of the students to select and compile their own fiction and non-fiction reading lists, and facilitating 80% of the 9<sup>th</sup> &amp; 10<sup>th</sup> grade students to complete 4 essays and defend their works by June 2009.</li></ul>
<b>Action Plan</b>	<ul style="list-style-type: none"><li>• All 9<sup>th</sup> grade students will be tested through the Read 180 program to receive their initial reading level. After the initial assessment, five independent reading books will be selected by students. Select students will attend Read 180 for extra help.</li><li>• Students will actively log the books that they read, along with listing reading goals set by ELA teachers after conferring with students.</li><li>• ELA teachers will increase the amount of time conferring with level one and low two students to boost reading and writing levels.</li><li>• All ELA 9<sup>th</sup> and 10<sup>th</sup> grade teachers will research and compile a list of fiction and nonfiction books that target African American males, lower level students, and ELL students.</li><li>• By visiting bookstores, speaking with the school librarian, surveying the young males' interests, and researching online, the list will be compiled.</li><li>• Teachers will meet during Weekly Department meetings to discuss and make necessary changes to the curriculum, to support all learners.</li><li>• Teachers will use the portfolio and conferences to assess students' writing.</li></ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"><li>• The \$10,000 will cover professional development, books (classroom libraries and classroom novels), and materials to support the curriculum.</li><li>• Title I Funds, Tax Levy</li></ul>

**SECTION VI: ACTION PLAN**

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

<b>Annual Goal</b>	<ul style="list-style-type: none"><li>• To increase by 50% student literacy skills in the sciences as demonstrated by an increase in teacher generated assessments and constructed response assessments by June 2009.</li></ul>
<b>Action Plan</b>	<ul style="list-style-type: none"><li>• In order to meet this goal the Science department conducts Saturday Regents prep classes and one-on-one tutoring for students among other things. Teachers infuse literacy strategies in lessons and they conduct item analysis of all summative assessments. Teachers also attend Professional Development in order to strengthen their pedagogy. The Science teachers and Science AP are responsible for implementation of these activities.</li></ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"><li>• Science Department has a \$10,000 budget. Money will come from Title I, tax levy. The money will be spent in the following matter<ul style="list-style-type: none"><li>○ - Teacher Professional Development (60%)</li><li>○ - Laboratory Materials (30%)</li><li>○ - Technology (10%)</li></ul></li></ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"><li>• Use of student surveys to revise curriculum for Research Course</li><li>• Portfolio Assessment</li><li>• Regents Exams</li><li>• Lab report write-ups for the year</li><li>• Full Period exams</li><li>• Mock Regents to assess students' ability to answer constructed response questions</li><li>• Regents results will increase by 2%</li></ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** School Tone

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• By increasing knowledge of conflicts, changing conflict -oriented attitudes and developing skills to reduce students' involvement in conflicts at least 10% of the number of conflicts that occur will be reduced this year.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Peer Mediation Teams will be developed by February 2009 to learn skills that focus on anger management, mediation, social skills and dispute resolution.</li> <li>• The peer mediation teams will then serve to mediate and share information around violence prevention and dispute resolution.</li> <li>• The Leadership Team organization will provide training for the peer mediation teams and provide skill-building practice, information on how to resolve conflicts. One member teacher for each grade will work with the Leadership Team organization to support the implementation of the program and facilitate connections with students.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• \$8,000 has been scheduled to bring on the Leadership Team organization.</li> <li>• Private Grant (#33) – 21<sup>st</sup> CCLC Grant through ISC.</li> <li>• Teachers and students will receive training.</li> <li>• Students will turnkey to their peers and implement peer mediation techniques.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Teams will be observed on a regular basis to ensure that the process and strategies are being done correctly.</li> <li>• Surveys will be conducted to assess whether students and staff feel the tone of the building is improving</li> <li>• Use the OORS system to monitor the number of incidents that have taken place by May 2009.</li> </ul>

## SECTION VI: ACTION PLAN

**Subject/Area (where relevant):** Special Education/CTT

<b>Annual Goal</b>	<ul style="list-style-type: none"><li>• To provide professional development for CTT teachers in order to increase effective collaborative planning resulting in a 2% increase in academic success (As evident by progress report for special needs students).</li></ul>
<b>Action Plan</b>	<ul style="list-style-type: none"><li>• Regular and Special education teachers will meet once a month after school to analyze IEPs.</li><li>• All teachers will meet during weekly department meetings to make changes to curriculum to support all learners.</li><li>• Monthly study group around strategies that can be use for differentiated learning.</li></ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"><li>• Teachers will participate in workshops given by the CLSO on co-teaching and differentiated learning.</li><li>• Teachers will participate in outside visitations.</li><li>• Materials (RCT and Regents materials) will be ordered to support students in self-contained classes and CTT classes.</li></ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"><li>• Report card grades will improve by 2% in all subject areas.</li></ul>

**SECTION VI: ACTION PLAN**

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

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• <b>Students will show a 2% increase in attendance as measured by ATS reports.</b></li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Starting September 2008 guidance counselors and the attendance teacher will identify chronically absent students and make out-reach to the parents/guardian on a consistent basis.</li> <li>• Also starting September 2008 students with perfect or improved attendance will receive certificates and shot-outs monthly.</li> <li>• In December 2008 a Community Point System will be established where students can earn community service credit for having improved or perfect attendance.</li> <li>• Each semester an award ceremony will be given to honor both student and parents on perfect attendance and most improved attendance list.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• DOE approved incentives will be ordered to support and motivate students to remain or be added to the perfect and improved attendance lists.               <ul style="list-style-type: none"> <li>○ Luncheons &amp; Breakfasts = \$1,200</li> <li>○ Give-away Incentives = \$4,000</li> </ul> </li> <li>• Per-session hours for parent/guardian out-reach and Attendance Improvement Program Coordinator               <ul style="list-style-type: none"> <li>○ \$4,800</li> </ul> </li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Attendance will increase from currently 77% to 79% by June 2009.</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	155	155	60	0	130	0	50	0
10	120	120	30	60	95	0	50	0
11	30	30	30	60	110	0	50	0
12	50	20	30	30	100	0	50	0

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA/Writing Lab:</b>	In this program, students are offered individualized tutoring and Regents based instruction in order to prepare students for the ELA Regents and/or Reading/Writing RCT exam. Students who have previously failed these tests and students who have been recommended by their subject teacher are pulled out of their Physical Education class 1 day per week. Additionally, students are encouraged to come to the Writing Center during their lunch period. The Writing Center will be open Monday – Friday, Periods 4 – 7.
<b>Mathematics/Math Lab:</b>	In this program, students are offered individualized tutoring and Regents based instruction in order to prepare students for the Integrated Algebra, Math A, Geometry, or Math B Regents. Students who have previously failed these tests and students who have been recommended by their subject teacher are pulled out of their Physical Education class 1 day per week. Additionally, students are encouraged to come to the Math Lab during their lunch period. The Math Lab will be open Monday – Friday, Periods 4 – 7.
<b>Science:</b>	Ninth Grade students are given a Research Science Class to establish a foundation in the skills necessary to apply math, writing, analytical and inquiry skills associated to Science. Ninth grade students are currently offered 2 periods every day.
<b>Saturday School</b>	Students are offered tutoring in the Following Areas: Global Studies, US History and Government, ELA, Math A, Integrated Algebra, Earth Science, Chemistry and Living Environment. Saturday School operates for approximately 12 weeks before the administration of the Regents exam in both January and June. We currently offer 3 periods per Saturday. Each class is 60 minutes. Period 1 is from 9:00 -9:55, Period 2 is 10:00 – 10:55, Period 3 is 11:00 – 11:55.
<b>Extended Day/ Independent Study</b>	Classes are held in the following subject areas to provide students designated as Promotion in Doubt with the opportunity to accumulate make up credits: Physical Education, Math A, English, Global Studies, US History and Computer Technology. Independent study assignments are also offered to students in designated subject areas to accumulate credits. Students are given long-term projects or coursework and assigned a teacher to check-in with once a week over a 12 week period.
<b>0 Period Tutoring Services</b>	Students who have failed to meet identified standards (level 3 or higher on 8 <sup>th</sup> grade math/English test, failure to pass required Regents exam or not promoted due to low credit accumulation) are identified and programmed for additional tutoring support during 0 period. This program operates Monday through Friday. This year zero periods have been added to the regular day schedule.

<b>After-School Tutoring</b>	As part of our 21 <sup>st</sup> Century After school program, tutoring is provided in each of the following areas: Math A, Math B, ELA, Global History, US History, Living Environment, Earth Science, Chemistry and Spanish. The 21 <sup>st</sup> century program is open Tuesday – Friday afternoons from 3:10 – 4:30 PM.
<b>Social Studies</b>	We offer US History and Global Studies prep classes for students that have failed to meet Promotional standards by achieving a passing grade on the Regents exam. This class meets 5 days per week. This class is not for credit and is a supplement to the student’s history class for the term.
<b>9<sup>th</sup> Grade Extended Block Classes</b>	9 <sup>th</sup> grade students who failed to score performance levels 3 or 4 on their 8 <sup>th</sup> grade assessments are scheduled for extended periods of English and Algebra each day. Additionally, each of these blocks has a reduced class size of approximately 25 students.
<b>Read 180</b>	Students who have failed to meet standards and/or have been identified by their classroom teachers are identified and programmed for a 1 period English Elective which utilizes the Read 180 software developed by Scholastic
<b>Girl Talk</b>	Students identified as at-risk are invited to participate in this series of workshops, which consists of the following topics: Time management, conflict resolution, active listening and effective communication, etc...
<b>SPEAR Program</b>	A cohort of 40 potentially at risk 9 <sup>th</sup> and 10 <sup>th</sup> graders are identified and programmed into a special all boys block and provided with a specialized program that includes: Math, Math Elective, English, Social Studies.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students will be engaged in small counseling groups after-school which will focus on topics such as how to study, time management, goal setting, and note taking. Students will understand and assess their academic progress by learning how to read their transcripts and monitoring their credit accumulation. Students will understand the NYS promotional requirements. Students will create career portfolios, which will enable them to discuss future career goals and how to attain their career goals. Students’ attendance will be monitored on a daily basis. Parent conference will be scheduled for students with chronic absences. The guidance counselor will work closely with the attendance teacher to encourage the student to come to school and when necessary seek alternative placement to help the child meet success.
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist teams with administrators, teachers and guidance counselors to ensure that the Special Education students in the school are properly evaluated – which in turn promotes a skill focused, healthy and supportive environment.

<b>At-risk Services Provided by the Social Worker:</b>	As part of a grant from New York State Health Department, Social workers from the Safe Harbor organization provide group and individual counseling services to students during lunch periods.
<b>At-risk Health-related Services:</b>	ACORN at-risk health related services include documenting immunization status, eye examinations, providing nursing care for acute illnesses and injury, assisting the doctor with screening examinations and providing condoms.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

---

<b>Language Allocation Policy Team Composition</b>			
ACORN Community High School			
School 13K499			
Dr. Lewis	Ms. Lacey	Ms. Lovell	Ms. Piper
Principal	Parent	Parent Coordinator	APO
Ms. Little	Ms. Pinder	Ms. Pagan	Mr. McElligott
API - Humanities	Literacy Coach	Special Education Teacher	English Teacher
Ms. Warner	Mr. diLorenzo	Ms. Hill	Ms. Beckman
English Teacher	ESL Teacher	Guidance Counselor	Guidance Counselor

**DISAGGREGATED DATA**

The surrounding areas include families in widely diverse economic circumstances; however, the majority is in the lower economic strata. That is mirrored by the 85% of the ACHS students who, as of October 2008, were eligible for the federal free lunch program. The school serves 749 students in grades 9 through 12. Of that population, 85% are African-American, 13% Hispanic, 2% other, and 3.2% ELLs.

A break down of the number of ELLs as of October 2008 by grade is as follows:

<b>NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP</b>				
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Spanish</b>	6	3	6	1
<b>Bengali</b>	-	1	-	-
<b>Arabic</b>	-	-	-	-
<b>Haitian Creole</b>	-	3	1	-
<b>French</b>	-	2	-	-
<b>Fulani</b>	1	-	-	-
<b>Twi</b>	-	-	1	-

The result of the parent survey at ACHS has shown that parents are requesting an English as a Second Language program for their children. The ESL program at ACHS will be conducted solely in English. To develop an ESL program that meets the needs of our ELL students, we analyzed the data from the 2008 NYSESLAT exam and the 2008 RCT and Regents.

## MANDATES

Our ELLs will be programmed for ESL classes based on English proficiency levels as determined by their NYSESLAT scores. For example, students considered intermediate according to NYSESLAT scores will be programmed for eight periods of ESL instruction and five periods of ELA. Students classified as advanced according to NYSESLAT scores will be programmed for four periods of ESL instruction and five periods of ELA instruction. ACORN has a certified ESL teacher to provide instructional services to our ELL students. In addition, our ELL liaison will provide instructional service for our ESL students through professional development.

## ASSESSMENTS

ACORN Levels of English Proficiency Across Grades – October 2008

<b>Assessment Analysis</b>				
<b>Analysis of NYSESLAT results for the school</b>				
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Number of those scoring at the Beginners (B) level:</b>	2	-	-	-
<b>Number of those scoring at the Intermediate (I) level:</b>	2	5	4	-
<b>Number of those scoring at the Advanced (A) level:</b>	3	4	4	1

### NYSESLAT Strengths and Weaknesses

Strengths (Listening/Speaking)

- Understanding the main idea of a text read to them.
- Answering questions in complete and comprehensible sentences.

Weaknesses

- Repetition of passage or directions in order to understand the task.
- Lack of detail and expansion of a response to different prompts.

Strengths (Reading/Writing)

- Understanding the main idea, sequencing and literary devices (when working in a small setting).

UPDATED – OCTOBER 2008

- Strong brainstorming techniques, such as Venn diagrams and other scaffolding techniques.

#### Weaknesses

- Going beyond summarizing the text, students have difficulties analyzing and inferring the text.
- Using outlines to keep their paper organized.
- Developing a thesis statement and using supporting details.

#### **Additional Assessment**

The Performance Series results will be used to analyze the areas the students need assistance in and the teacher will be able to change instruction-based on individual needs. In addition, all students will be tested to see what their learning style is in order to prescribe the best learning options for the student, and let students know the results so they will know the best ways for them to study.

#### **Preparation for Regents**

ACORN provides extra assistance during tutoring periods during the day and on Saturdays, during Saturday School. Students are also given Mock Regents exams and other weekly assessments to see how we can close their deficit. In addition, students have the opportunity to attend Cram Days and Evenings a week before the Regents.

Students will also receive the necessary testing accommodations during their Performance Series assessments and Regents.

---

#### **ACADEMIES AND PROGRAMS**

The school houses nine ninth grade classes, two English/AVID classes and 3 double blocked literacy classes, six 10<sup>th</sup> grade classes, two English/AVID classes, six 11<sup>th</sup> grade classes, two AVID classes, two AVID classes, four classes, one AVID class, three classes, one AP English class, and 24 English Language Learners (ELLs). The average class size is 28 students in grades 9 – 12.

ACORN Community High School is a 21<sup>st</sup> Century Learning Center School, which is reflective of an extensive after school program for students and parents.

#### **Instructional Approaches**

In order to assist our lower functioning ELL students in meeting state standards we have implemented the Read 180 Program. Instruction for ELLs in content-area classes will be strengthened by onsite professional development in integrating ESL methodology into instruction and scaffolding instruction for ELLs. In addition, we have used our ELL students' NYSESLAT scores and ELA Regents exam to identify areas that our ELL students need special attention and have incorporated these needs into our ESL/ELA classes and ESL class and workshop.

Specific ESL techniques are infused in ESL/ELA classes. ESL scaffolds such as modeling, bridging, contextualization, schema building, text representation, and meta-cognitive development are being implemented into classroom practice. *Balanced Literacy* occurs in all ESL/ELA classes.

All subject areas use the workshop model and meet weekly to work on curriculum and infusing differentiated learning in their lesson planning by using, graphic organizers, different form of texts, visuals, and technology.

**UPDATED – OCTOBER 2008**

The teacher draws from the strengths of student's native language to assist with background knowledge and demonstrates an interest in and support of students whose background differs from your own.

Students who are having difficulties with completing their credits, have regular meeting times with their counselor to set goals to become success.

In order to fully support our ELL students the LAP team will meet November, March, and May to review our LAP policy and make any necessary revisions.

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

**Type of Program:** \_\_\_ Bilingual   X   ESL \_\_\_ Both **Number of LEP (ELL) Students Served in 2007-08:**   25  

---

#### **I. Instructional Program for ELLs:**

Our ELL program provides instruction to significantly improve the English communication abilities of ELL students. The ELL teacher works on the improvement of their pronunciation so they are more easily understood, expand their vocabulary so they can express their thoughts and ideas clearly. In addition, written communication is closely worked on to increase their ability to use appropriate English structure. We also assist students with their reading skills by using reading strategies with the use of the classroom library and the Read 180 Program. The ELL Program provides students with the amount of ELL classes necessary in compliance with the ELL-related mandates. Students are grouped by level in the classroom to support their individual needs.

ACORN has a certified ESL teacher to provide instructional services to our ELL students. In addition, our ELL liaison will provide instructional service for our ESL students through professional development. Advanced (1 period a day) and Intermediate (2 periods a day) ESL students are all programmed into an ESL/ELA Humanities block. This ESL/ELA Humanities block incorporates the ESL curriculum and teaching techniques learned Board of Education workshops. Intermediate and Advanced ESL students also receive ELL with our ESL teacher. ELL students also receive instruction through the Read 180 program after school to improve their reading. Finally, additional support for our ELL students will happen during our tutoring periods.

ACORN provides an after school program which includes the following: Music, dance, soccer, track, basketball, chess, debate, football, and peer mediation.

#### **II. Parent/community:**

- Parents are invited to the school for information regarding the following:
  - new policies regarding their child's ELL status
  - the after-school programs
  - graduation requirements
  - Regents

- Parents are informed about any workshops given by the Board of Education
- Parents are invited to all activities in the school.

III. Staff Development:

- ELL teacher attends meetings given by the Board of Education.
- All teachers were trained on how to assist ELL students in their subject areas.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: 499 District 13

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					1

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

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

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

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

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced  
 School District: 13 School Building: 499

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:20 To: 9:03	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525
<b>2</b>	From: 9:05 To: 9:48	Spanish I Rm. 527	Spanish I Rm. 527	Spanish I Rm. 527	Spanish I Rm. 527	Spanish I Rm. 527
<b>3</b>	From: 9:50 To: 10:33	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529
<b>4</b>	From: 10:35 To: 11:18	English I Rm. 507	English I Rm. 507	English I Rm. 507	English I Rm. 507	English I Rm. 507
<b>5</b>	From: 11:20 To: 12:03	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	From: 12:05 To: 12:48	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505
<b>7</b>	From: 12:50 To: 1:33	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505	Algebra I Rm. 505
<b>8</b>	From: 1:35 To: 2:18	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511
<b>9</b>	From: 2:20 To: 3:03	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511	Research (Science) Rm. 511
<b>10</b> <b>11</b>	From: 3:10 To: 3:55 From: 4:00 To: 4:45	ESL Rm. 529 ESL Rm. 529				

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     X Pull-out

Indicate Proficiency Level:     \_\_\_ Beginning     X Intermediate     \_\_\_ Advanced

School District: 13

School Building: 499

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:20 To: 9:03	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525
<b>2</b>	From: 9:05 To: 9:48	US History Prep Rm. 523	US History Prep Rm. 523	US History Prep Rm. 523	US History Prep Rm. 523	US History Prep Rm. 523
<b>3</b>	From: 9:50 To: 10:33	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529	ESL Rm. 529
<b>4</b>	From: 10:35 To: 11:18	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>5</b>	From: 11:20 To: 12:03	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323
<b>6</b>	From: 12:05 To: 12:48	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323	Global Studies Rm. 323
<b>7</b>	From: 12:50 To: 1:33	Math A Prep Rm. 509	Math A Prep Rm. 509	Math A Prep Rm. 509	Math A Prep Rm. 509	Math A Prep Rm. 509
<b>8</b>	From: 1:35 To: 2:18	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321
<b>9</b>	From: 2:20 To: 3:03					

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:   13             School Building:   499  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:20 To: 9:03	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525	ESL Rm. 525
<b>2</b>	From: 9:05 To: 9:48	Math B Rm. 505	Math B Rm. 505	Math B Rm. 505	Math B Rm. 505	Math B Rm. 505
<b>3</b>	From: 9:50 To: 10:33	English V Rm. 617	English V Rm. 617	English V Rm. 617	English V Rm. 617	English V Rm. 617
<b>4</b>	From: 10:35 To: 11:18	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>5</b>	From: 11:20 To: 12:03	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321
<b>6</b>	From: 12:05 To: 12:48	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321	Earth Science Rm. 321
<b>7</b>	From: 12:50 To: 1:33	Health Science Rm. 303	Health Science Rm. 303	Health Science Rm. 303	Health Science Rm. 303	Health Science Rm. 303
<b>8</b>	From: 1:35 To: 2:18	Global History Rm. 325	Global History Rm. 325	Global History Rm. 325	Global History Rm. 325	Global History Rm. 325
<b>9</b>	From: 2:20 To: 3:03	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325
<b>10</b>	From: 3:10 To: 3:55 From: 4:00 To: 4:45		Physical Education Rm. 225		Physical Education Rm. 225	

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a) – NO FUNDING FOR YEAR 2008 - 2009**

ACORN Community High School did not receive Title III funding.

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

---

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

---

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. A review was made of the appropriate ATS data to determine the home language needs of our students and to determine the # of ELL students assigned to ACHS.

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

Due to the low # of ELL students and the fact that most of the students eligible for ELL speak Spanish in their home, it was determined that we should make an effort to:

- a. Translate all mailings into Spanish and mail them to the homes of selected students.
- b. Arrange to have a staff person fluent in Spanish available at all Parent events and, when necessary, parent meetings.

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

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - Our translating services will be provided by an in-house employee fluent in Spanish.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - Our interpretation services will be provided by an in-house employee fluent in Spanish.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- Our plan will allow us to provide assistance to the families who speak Spanish. If we determine that students and their families need assistance in another language, we will seek the assistance of the Translation and Interpretation Unit of the DOE.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

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

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$708,530
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7,085
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$35,425
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 98.9%
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
In order to insure we have 100% of highly qualified teachers in the building we have put the following activities in place:
  - a. Teachers will be provided with professional development both in the school and outside of the school to help them meet certification criteria
  - b. When programming, teachers will be programmed to meet their certification areas
  - c. Identify teachers who are eligible to do the HOUSE survey and have them comply
  - d. Extend to teachers who are eligible to receive Title I funding towards graduate classes to help them fulfill the requirements to become a highly qualified teachers
    - **Master degree courses are being paid for to provide Mr. Williams (math teacher) with his secondary education state license.**

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### 2. School-Parent Compact

**\*Very Important\* -- If you are unable to read the attached document, please have someone translate for you.**

**\*Muy Importante\* -- Si no puede leer el documento adjunto, pídale a alguien que se lo traduzca.**

**\*هام جداً\* -- إذا لم تستطع أن تقرأ الوثيقة المرفقة، فيرجى أن تطلب من أحد أن يترجمها لك.**

**\*খুবই জরুরী\* -- যদি আপনি সংलग्न ডকুমেন্টটি পড়তে না পারেন, তাহলে দয়া করে কারকে বলুন এটা আপনার জন্যে অনুবাদ করে দিতে।**

**\*重要提示\* -- 如果您不能閱讀所附文件，請讓他人爲您翻譯講解。**

**\*Enpòtan Anpil\* -- Si w pa ka li dokiman ki ak sa a, tanpri fè yon moun tradwi li pou ou.**

**\*긴요 사항\* -- 첨부된 문서를 읽으실 수 없는 경우, 다른 사람이 번역하도록 해서 보십시오.**

**Очень важно! -- Если Вы не в состоянии прочесть прилагаемый документ, попросите кого-нибудь перевести его на Ваш язык.**

**\*نہایت اہم\* -- اگر آپ منسلک دستاویز پڑھنے سے قاصر ہیں، تو برائے مہربانی کسی ایسے شخص سے کہیں جو آپ کے لئے ترجمہ کرے۔**

## School Parent Compact

## School Responsibilities

School *ACORN Community High School* will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Small classroom settings
  - Provide professional development for teachers that will enable them to provide instruction that enables our students to be life long learners through the implementation of a rigorous academic program driven by appropriate curriculum that will allow our students to meet the needs of the 21<sup>st</sup> century
  - Providing our at risk students with Academic Intervention Services as well as counseling and other related services, both during and after school by exposing our students to a multitude of resources found in New York City through College Now.
  - Internships for technology students
  - Advance Placement classes
  - Critical thinking classes
  - Block scheduling
  - Grade Level Teams
  - AVID
  - ATLAS Professional Development for teachers
  
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent Teacher Conferences October 2008 and March 2009
  - Parent Grade Meetings September 2008 and February 2009
  - Meet –N- Greet September 2008
  - Freshman Orientation June/August
  
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Parent Teacher Conferences October, 2008 and March 2009
  - Parent Grade Meeting September 2008 and February 2009
  
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents will receive progress reports mid marking period.
  - Report cards will be distributed at the end of each marking period. There are three marking periods per semester.
  - Parents can contact teachers via e-mail, phone or by scheduling an appointment.
  - Parents meet with grade level teams.
  
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Learning Leaders

**UPDATED – OCTOBER 2008**

- Manning of parent resource room staffed by parent volunteers and parent coordinator
- Observe classroom activities through Curriculum Fair
- Open House
- Family Day
- Appointment to observe classes
- Participation in Career Day

## **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;

⇒ volunteering in my child's classroom;

⇒ participating, as appropriate, in decisions relating to my children's education;

⇒ participating in school activities on a regular basis;

⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

⇒ reading together with my child every day;

⇒ providing my child with a library card;

⇒ communicating positive values and character traits, such as respect, hard work and responsibility;

⇒ respecting the cultural differences of others;

⇒ helping my child accept consequences for negative behavior;

⇒ being aware of and following the rules and regulations of the school and district;

⇒ supporting the school's discipline policy;

⇒ express high expectation and offer praise and encouragement for achievement.

<b>School Staff-Print Name</b>	<b>Signature</b>	<b>Date</b>
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

## 2. Title I Parent Involvement Pact

**\*Very Important\* -- If you are unable to read the attached document, please have someone translate for you.**

**\*Muy importante\* -- Si no puede leer el documento adjunto, pídale a alguien que se lo traduzca.**

**\*ہام جداً\* -- إذا لم تستطع أن تقرأ الوثيقة المرفقة، فيرجى أن تطلب من أحد أن يترجمها لك.**

**\*খুবই জরুরী\* -- যদি আপনি সংलग्न ডকুমেন্টটি পড়তে না পারেন, তাহলে দয়া করে কারকে বলুন এটা আপনার জন্যে অনুবাদ করে দিতে।**

**\*重要提示\* -- 如果您不能閱讀所附文件，請讓他人為您翻譯講解。**

**\*Enpòtan Anpil\* -- Si w pa ka li dokiman ki ak sa a, tanpri fè yon moun tradwi li pou ou.**

**\*긴요 사항\* -- 첨부된 문서를 읽으실 수 없는 경우, 다른 사람이 번역하도록 해서 보십시오.**

**Очень важно! -- Если Вы не в состоянии прочесть прилагаемый документ, попросите кого-нибудь перевести его на Ваш язык.**

**\*نہایت اہم\* -- اگر آپ منسلک دستاویز پڑھنے سے قاصر ہیں، تو برائے مہربانی کسی ایسے شخص سے کہیں جو آپ کے لئے ترجمہ کرے۔**

## Title I Parent Involvement Policy

1. The *ACORN Community High School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - Notify parents of Regional parent meetings.
  - Present information regarding DPIP to parents at PA meetings.
  - School Parent Bulletin boards.
  - ACHS parent newsletter and resource room.
  
2. *ACORN Community High School* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Parent participation in School Leadership Team and Pathways to Leadership Team. ACHS is an ATLAS school. As part of the CSR model, we will involve members from each of the school’s constituencies to be a part of the decision making body.
  - SQR review.
  
3. *ACORN Community High School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:
  - Parent Workshops
  - Extended Day Program
  - Parent Volunteers
  - Intervention Programs
  
4. *ACORN Community High School* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - ACHS will conduct yearly parent surveys in September of each academic year.
  - The parent coordinator will be responsible for the development and implementation of the parent survey.
  - Parents will review with the parent coordinator the results of the survey and assist in developing a plan of action to accommodate parents in order to increase parent involvement at ACHS.
  
5. *ACORN Community High School* will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. The State’s academic content standards;
  - ii. The State’s student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child’s progress; and
  - vi. How to work with educators.
- ACHS will provide workshops/classes for parents in the following areas:
    - Guidance will conduct a workshop on “How to Monitor Your Child’s Progress?”
    - Grade level workshops for parents in September and February regarding academic content, standards and student achievement standards.
  - Classes will be developed for parents in the following areas: Math, Technology, Literacy.
  - Parent Study Groups will be implemented by the parent coordinator.
- b. *ACORN Community High School* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Books
  - Per Session
  - Consultants
  - Technology Labs
- c. *ACORN Community High School* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Conducting Teacher/Parent Survey
- d. *ACORN Community High School* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Develop and implement the parent resource center by September 2008. The parent resource center will serve as a vehicle in which parents can learn about New York State Standards, how ACHS is implementing the standards, what courses are offered at ACHS to assist students in meeting and exceeding the standards.

- The resource room will be a place parents can obtain information regarding services available in the community, i.e., medical, job, educational, etc.
  - The resource room will be manned by the parent coordinator and parent volunteers.
- e. *ACORN Community High School* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- School wide monthly mailings and/or information given to students.
  - Principal's address at PTA meetings.
  - Discussion.
  - SLT meetings.
  - Parent participation in school's Pathways to Leadership Team (PLT).

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Deborah Lacey.

This policy will be adopted by *ACORN Community High School* on 09/17/08 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 20, 2008.

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

The following narrative addresses components 1 -10 of the Title I Schoolwide Program

A comprehensive school needs assessment was conducted immediately following the end of the Fall 2008 semester. The school cabinet (consisting of the principal, the assistant principals of organization/guidance, the assistant principal of math and science, a guidance counselor, the UFT chapter chair, the program chair/social studies teacher, the School Leadership Team facilitator/chemistry teacher, the literacy coach, the parent coordinator, and two student government officers: met and examined the following data:

1. Disaggregated Data 2008
2. Scholarship Reports: 2003 through June 2008
3. School Report Cards: 2003-2008 school years (this is the most recent one.)
4. Regents Data: 2003 through 2008
5. Student Daily Attendance Records: By month and cumulative for 3 year period
6. Teacher Attendance Records: 2003-2008
7. Parents Needs and School Tone Surveys

The most significant data is presented in the Needs Assessment Review and Analysis Section pages ten through fourteen (10-14).

Based on the needs assessment (which shows the longitudinal and disaggregated data and the discussion that followed with regard to strengths and needs) the following needs have been identified for students, teachers, and parents, and are listed in priority order.

### Students:

1. Improved performance on state assessments in ELA and Math by 2% each year.
2. Improved performance on state assessments by SPED and ELL students by 2% each year.
3. Improved graduation rates by 2% each year.

### Teachers:

1. Professional development to help teachers improve classroom practice: Decrease in the number of suspensions by 2%.
2. Authentic assessment of students' work used to inform instruction: 2% increase in core subject pass rate.
3. Workshops and follow-up coaching and assistance targeted on improving content and pedagogical expertise and student performance.
4. Peer observations and peer coaching of teachers.

### Parents:

UPDATED – OCTOBER 2008

1. Increased number of parent workshops aimed at assisting parents in their effort to improve their children's performance. We will schedule at least three parent workshops each semester – the date of the workshops will be included on the school calendar distributed to the staff and parents.
2. Increased familiarity with the school/community assets to support their children's success. Completion of a parent handbook, which will be mailed to every parent.
3. Improved communication with the entire school community. Decrease by 2% the number of parents who felt the school needs to increase communication with parents.

As a result of the findings of the comprehensive needs assessment, ACHS' Comprehensive Educational Plan for 2008/2009 will reflect a concerted effort and specific plans to address the low academic achievement of students in the areas of ELA and math with an emphasis on focus interventions for the special education students. Current strategies for improving instruction and student performance in ELA include the implementation of a balanced literacy approach which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literacy circles, writer's workshop, interactive read aloud, word study, teacher/student reading and writing conferences. This approach will be continued through the school year and will be implemented during a 90-minute literacy block for grade 9. In addition, in grade 10-11 90 minute blocks will be established to further meet the needs of our students in all sub-areas. This year we will continue to use the writing center to further address reading and writing skills. Classroom libraries, small class sizes, academic support personnel and the assignment of a full time literacy coach will continue to further support literacy instruction through all grades.

Currently all grades are using the mandated mathematics curriculum for math instruction in the school. In grade 9 a 90-minute math block has been established and teachers are provided with professional development in the use of math manipulative and the workshop model as it applies to mathematics. In grades 10 through 11 AIS classes have been established to meet the needs of students that have not met standards in mathematics as well as block 90 minute math classes. In 2008/2009 these practices will continue as well as the support of a full time math coach who will support the effective implementation of the math program through focused on site staff development. In addition, we will continue to implement the math lab to assist our failing and struggling students.

Science at ACHS is one of our strongest areas. The focus of science at ACHS is to offer all students ways to develop critical thinking skills and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientist methods of investigation through a hands-on workshop inquiry based approach that incorporates all elements of the scientific problem solving process. The science program at ACHS is aligned with state and city standards in the area of science. The Regents curriculum in the following core areas is taught at ACHS: Forensics, AP Psychology, Living Environment, Earth Science, Chemistry and Research Science. We have currently implemented a Science Research class that will serve to help establish a foundation for our ninth grade students in inquiry and investigation. ACHS enjoys a close collaboration with Prospect Park Environmental Center (BCUE).

ACHS will continue to follow the NYS curriculum for Global Studies and American History. In addition, for the 2006-2006 school year, we have developed a social studies block program whereby Participation in Government /Economics will be taught in 9<sup>th</sup> grade, 10<sup>th</sup> US History and Global in 11<sup>th</sup> grade and AP History in the 12th grade the focus of the social studies department will be to assist in the integration of literature. A lead social studies teacher will assist the social studies department in developing curriculum maps that integrate the resources in our community into the social studies curriculum. Every student including special education students and ELL

students will be involved in a round-table portfolio assessment. Portfolio assessment serves to promote student self-evaluation, reflection, and critical thinking. Teachers have the opportunity to measure performance based on genuine samples of student work. It Portfolio assessment also enable teachers and students to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.

In addition teachers will be provided with appropriate school-wide professional development to adequately meet the effective AMO for all students and subgroups. PD's will address teaching in the longer block, differentiated instruction, developing and addressing standards, technology infusion and portfolio assessment. Teachers will have various professional development opportunities, which include national, district-wide, and school-wide workshops, school visitations, inter-visitations, lunch-and-learns and study groups. For a more intensive breakdown of specific action plans on academic intervention strategies and professional development please see pages fourteen through twenty-six (14-26) of Section IV – Needs Assessment. Professional Development and opportunities for teachers to take graduate classes for teachers who are not Highly Qualified will also be provided. Currently we have one teacher who falls under this category (see also page 52).

Technology is infused across curriculum through the use of in class computers, 3 mobile lap top labs, and 3 computer labs and mobile science lab cart. Smart-boards have also been installed in all the classrooms to prompt the increased use of technology in the classrooms. Students will have multiple opportunities to use technology to demonstrate and support their learning. ACHS currently has a technology and new media academy. This academy is a three-year academy starting in the student's sophomore year. Ninth graders must apply to the academy in the spring of their freshman year. Sixty-eight seats become available every year. The academy consists of MOS classes in the tenth grade with MOS certification at the end of the sophomore year, in the eleventh grade students must take E-Commerce and an internship in the area of technology, in the twelfth grade students must take Web Design and a post secondary class as well as an exit assessment exam. Students in the Technology Academy (CTE) will receive a CTE Regents endorsed diploma after successfully completing three years in the academy.

ACHS currently has five guidance counselors which will also serve as a support for the academic and emotional-social development of our students. Each guidance counselor has their own grade, which cultivates a connection between the student and counselor and helps to create a clearer picture of progress of each individual student over the four years. The fifth counselor is a Career/College Advisor which works closely with the students to help them through the college application process and making career choices. Each year, about fifteen Juniors are chosen to participate in the College Summit mentoring program. The program is housed on a college campus, where students learn the college application process and then share it with their peers during the school year.

In our increased attempts to ensure parent/guardian participation, we will provide parent workshops that offer training to parents on Title I program procedures and requirements, parents' rights and responsibilities under the program. Workshops related to various student issues (e.g. Respect, How to Communicate with Your Teen, etc.) will be conducted to keep parents updated and informed about teenage behavior. We will also provide workshops on parenting skills and homework assistance techniques. The parent-coordinator will continue to serve as a liaison to recruit parents to participate in workshops and activities. A parent survey to determine what new training opportunities would be most useful to parents will also continue to be conducted.

This year we have also brought in the Safe Harbor program to help address and assist students with issues of violence. The Safe Harbor program is affiliated with the Safe Horizons program. The program assists and support students who have been involved with acts of violence and abuse. Students receive individual or group counseling through the service through the Safe Harbor counselor. Classroom workshops and assemblies are also done to ensure that the entire student body has been provided with information about violence and abuse.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** IGS **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

**Background**

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

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

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

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

---

<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

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

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

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

At ACORN Community High School we are dedicated to preparing our students for a secondary setting. In response to the auditors findings, our school has reflected on whether these results were applicable. After analyzing our data, we are not convinced that the findings apply to our school.

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

Applicable  Not Applicable

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

At ACORN Community High School, our teachers meet weekly to make changes to the curriculum. The Literacy Coach ordered material to assist English Language Learners, students with disabilities, and struggling readers. In addition, our school purchased Read 180 to support English Language Learners, students with disabilities, and struggling readers.

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

## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

1B1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In assessing the relevance of these findings to our school's educational program, we have reviewed our curriculum programs in response to the deficient skills our students bring to the school as evidenced by our diagnostic tests, and the findings (SEC data) that the alignment of the New York State process strands are weak at all grade levels (Grade K-8).

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

Applicable    Not Applicable

UPDATED – OCTOBER 2008

1B.3: The evidence that supports this finding to our school's educational program is the poor performance of the students' in the regents examination in the open-ended questions where both process and content standards are emphasized.

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

We diagnose students, and use our findings to revise our curriculum to strengthen the students' deficient skills. Although we worked on improving their academic performance, we still need additional monetary support from the central office to assist students' after-school in bridging the achievement gap left by Grades K-8 curricula and to send teachers in honing their teaching skills.

---

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

At ACORN Community High School we are dedicated to preparing our students for a secondary setting. In response to the auditors findings, our school has reflected on whether these results were applicable. After analyzing our data, we are not convinced that the findings apply to our school.

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

Applicable  Not Applicable

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

At ACORN Community High School, all classes follow the workshop model. The workshop model allows the teacher to model reading and writing strategies so students have clear expectations of the assignment and are able to strengthen specific skills. Teachers use portfolios to evaluate the progress of the student and for instructional changes. In addition, teachers meet weekly to work on the development of the curriculum by grade.

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

---

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

---

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

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

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

At ACORN Community High School we are extremely committed to successfully moving our students onto the next stage of their lives. In response to the auditors' findings around mathematics instruction in high schools, we conducted our own in house audit to see if the results were applicable. Based on classroom observations, formative and summative assessment results and our scholarship data, we do not believe these findings are applicable to our school.

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

Applicable  Not Applicable

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

At ACORN all our classes follow the workshop model format. This structure keeps both teachers and students focused so we maximize time spent on instruction. As part of this model, students engage in hands-on activities during each lesson. Each of our math classes is also equipped with a SMARTBoard. Teachers use this interactive board during class to create graphs, model use of the calculator, etc. Laptops are used in all remedial math classes and we also offer Saturday School and opportunities for our students to recover credit. For those students that excel in Mathematics, we offer Enrichment courses and as well as AP Calculus and AP Statistics.

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

---

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

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

Please respond to the following questions for Key Finding 3:

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

At the end of the year the SLT and Cabinet will assess the number of teachers who have decided to leave. In the assessment we will determine the reasons for which teachers have decided to transfer or leave. Upon the determination, we will put into place action plans based on analysis conclusions to help support new teachers and struggling teachers or recruitment strategies.

**UPDATED – OCTOBER 2008**

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

**Applicable**  **Not Applicable**

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

There has been a relatively small number (15%) of teachers who have transferred or left the ACHS in the last year. New teachers or transferring teachers upon entering ACORN receive a New Teacher Induction workshop and a mentor within the school community. This helps to ensure that teachers become acclimated to the school culture and receive the extra support that they need. Along the school year teachers are provided with Professional Development opportunities and common meeting time to ensure they have some sustainability.

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

---

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

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

Please respond to the following questions for Key Finding 4:

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

ACORN has investigated the results and will address the outcomes.

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

**Applicable**  **Not Applicable**

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

**UPDATED – OCTOBER 2008**

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

ACORN will continue to send the ESL teacher to QTEL meetings and in addition send other subject area teachers to support the ELL population.

---

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

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

Please respond to the following questions for Key Finding 5:

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

Our school has analyzed the findings and will address them to increase student achievement in all subject areas.

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

Applicable    Not Applicable

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

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

Our school will distribute the NYSESLAT test scores to all teachers and use the results as a means to improve instruction in all subject areas.

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

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

Please respond to the following questions for Key Finding 6:

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

At ACORN Community High School all teachers have access to IEPs and are required to familiarize themselves with the document to move instruction and the progress of the student.

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

Applicable  Not Applicable

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

During the Fall semester, General Education and Special Education teachers met to review IEPs. Special Education and Regular Education teachers were sent to workshops for training in team teaching and differentiated instruction. In addition, our CLSO that specializes in Special Education has conducted workshops at our school and observed and assisted all teachers.

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

---

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

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

Please respond to the following questions for Key Finding 7:

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

Special Education teachers are provided with the testing modifications of their students and were informed that students are to be given the extra time required to complete class exams.

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

Applicable  Not Applicable

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

Students are given extended time if needed during their class time. If an IEP explains that a student is in need of double time a student will receive two periods to complete the exam instead of one period. Guidance counselors provide behavioral goals and objectives for IEP students.

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

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SE requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 11, 2008**      Email address: **alewis3@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	13k499
School Name	ACORN Community HS
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 110,553
Principal Name	Dr. Andrea Lewis
Principal Email	Alewis3@schools.nyc.gov
Principal Phone	7187892258

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 43,312
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

ACORN Community HS will offer an extensive after-school program for students to increase: Regents Examination Preparation, Credit Recovery, and school enrichment offerings not available during the regular 8 period school day.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

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

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

Our program will be expanded through an increase in the # of offerings and the # of students participating in the extended day program.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time, instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers \$ 67,241

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes  
 No

Please describe the program.

ACORN Community HS will develop a professional resource center staffed by a Mathematics and Literacy coach. The center will serve as a support center for teachers in the following areas: lesson planning, creating formative assessments and differentiating instruction...The instructional coaches will be in developing Professional Development offering tailored to assisting teachers in developing new skills and strategies to promote higher level learning.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners  
 Students with Disabilities  
 Students in Poverty  
 Students with Low Academic Achievement / at Risk of Not Graduating

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

- New implementation  
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Our instructional coaches will play a greater role in mentoring staff and working with them to improve instructional, assessment and classroom management skills. In addition, our coaches will staff the Professional Learning center and conduct frequent classroom observations and are utilizing a push-in model.

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes  
 No

Please describe the program.

ACORN Community HS will develop a Professional Learning center to assist teachers in developing appropriate skills and strategies that yi of student learning.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

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

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for Engl Learners (ELLs)?

- Yes
- No