



ACORN HIGH SCHOOL FOR SOCIAL JUSTICE

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: ACORN HIGH SCHOOL FOR SOCIAL JUSTICE
ADDRESS: 1396 BROADWAY, BROOKLYN, NY, 11221
TELEPHONE: 718-919-1256
FAX: 718-919-3074

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K498 **SCHOOL NAME:** ACORN High School for Social Justice

SCHOOL ADDRESS: 1396 BROADWAY, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-919-1256 **FAX:** 718-919-3074

SCHOOL CONTACT PERSON: Karen Watts **EMAIL ADDRESS** KWatts@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Freda Bacchus

PRINCIPAL: Karen Watts

UFT CHAPTER LEADER: Maria Pascual

PARENTS' ASSOCIATION PRESIDENT: Lakiesha Robinson

STUDENT REPRESENTATIVE:
(Required for high schools) Daniel Parr

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Karen Watts	Principal	Electronic Signature Approved.
Freda Bacchus	UFT Member	Electronic Signature Approved. Comments: Approved. Approved.
Eugenia Kelch	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved. Approved.
Debra Burgess	Title I Parent Representative	Electronic Signature Approved. Comments: Approved. Approved.
Lakiesha Robinson	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved.
Mark Moses	DC 37 Representative	Electronic Signature Approved. Comments: Approved.
Jacqueline Jeffers	Student Representative	Electronic Signature Approved. Comments: Approved.
Daniel Parr	Student Representative	Electronic Signature Approved. Comments: Approved
Karen Theophilous	Parent	Electronic Signature Approved. Comments: Approved.
Richard Cordis	Title I Parent Representative	Electronic Signature Approved. Comments: Approved.

Yehudith Holder	Parent	Electronic Signature Approved. Comments: Approved.
Ann Primo	Parent	Electronic Signature Approved. Comments: Approved

*** Core (mandatory) SLT members.**

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.

Created by a resolution of the Department of Education on June 24, 1999, the ACORN High School for Social Justice opened its doors to students for the first time on September 1999. The ACORN High School for Social Justice is a small comprehensive high school which prepares its students for college and the world of work. The school has an enrollment of 420 students. The school offers a comprehensive course of study, which culminates in a High School Regents or Advanced Diploma. The course of study is enhanced in all of the disciplines by infusing the theme of social justice, especially via English and Social Studies curriculum. In addition, we offer Law and Technology programs. We have added group guidance sessions and college/career workshops to provide additional support to help our students successfully graduate. Academic intervention services are provided to our students throughout the school day which has been extended to nine periods with double period instruction in mathematics, English and History. We provide many opportunities for our students to discover their talents and interests and to find their "voice" as they develop leadership skills via student forums, community service projects and career and college internships.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	ACORN High School for Social Justice							
District:	15	DBN:	15K498	School BEDS Code:	331500011498			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		68.7	85.2	90.9	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		92.8	96.2	93.4	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		64.4	55.8	43.1	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		10	8	34	
Grade 9	259	339	121	Recent Immigrants - Total Number:				
Grade 10	228	153	140	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	119	113	102		8	5	6	
Grade 12	206	93	110	Special Education Enrollment:				
Ungraded	0	2	1	(As of October 31)	2006-07	2007-08	2008-09	
Total	812	700	474		40	51	42	
				(As of June 30)	2006-07	2007-08	2008-09	
					44	166	19	
				Principal Suspensions	44	166	19	
				Superintendent	54	31	12	
				Suspensions	54	31	12	
				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program	N/A	N/A	125	
				Participants	N/A	N/A	125	
				Early College HS	0	0	0	
				Program Participants	0	0	0	
				English Language Learners (ELL) Enrollment:				
				(As of October 31)	2006-07	2007-08	2008-09	
				# in Transitional Bilingual	0	0	0	
				Classes	0	0	0	
				# in Dual Lang. Programs	0	0	0	
					0	0	0	
				# receiving ESL services	18	29	22	
				only	18	29	22	
				Number of Staff - Includes all full-time staff:				
				(As of October 31)	2006-07	2007-08	2008-09	
				Number of Teachers	31	43	28	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	6	4	Number of Administrators and Other Professionals	9	9	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	50	84	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.4	43.2	60.7
				% more than 5 years teaching anywhere	21.9	25.0	35.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	72.0	64.0	71.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	84.9	88.0
American Indian or Alaska Native	0.7	1.1	0.8				
Black or African American	76.0	76.0	75.9				
Hispanic or Latino	22.4	22.3	22.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.3	0.2				
White	0.1	0.3	0.4				
Male	46.7	49.9	48.3				
Female	53.3	50.1	51.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√		√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 3						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:		ELA:		SRAP 3			
Math:		Math:		SRAP 1			
Science:		Graduation Rate:		SRAP 1			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	√SH	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					X	√SH	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√SH	√	
Student groups making AYP in each subject		0	0	0	1	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	89.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	53						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

Student performance has increased in the last two years as evidence in the school going from an F in on its Progress Report in 2007 to a B in 2008 and an A in 2009. A higher percentage of students pass their classes and regent examinations and graduate high school each year as well. Our biggest accomplishment over the last three years has been an increase in graduation rate from 30% to 74%. The school is fortunate to have a very dedicated and hardworking faculty and staff who have become skilled in working with our students. Inadequate funding for essential programs continue to be a barrier to the school's improvement plans, in addition, to overcoming the school's negative reputation in the community.

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 2009-10 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.

Annual Goal	Short Description
To increase the number of students attaining advanced regent diplomas	Students will pass at least 8 regent exams to qualify for advanced regent diplomas.
To increase the Weighted ELA Regent Pass Rate on the school's Progress Report.	The weighted ELA Regent Pass Rate will increase from 0.63 on the 2009 Progress Report to 0.68 on the 2010 Progress Report.
To attract the best and brightest students to our Social Justice Law and Technology programs.	Increase the number of interested students applying to our Social Justice Law and Technology programs so that the number of 9th grade seats filled through the High School Applications Selection Process will increase from 80 of the 136 9th grade seats in September 2009 to 100 of the 136 9th grade seats in September 2010.
To create a paperless school where students, staff members and parents are routine users of technology resources for teaching and learning and professional and personal development.	By June 2010, at least 50% of the members of the school's community will be using technology resources on a daily basis.

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 2009-10 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, Corrective Action, Restructuring, 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) :**

All areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	To increase the number of students attaining advanced regent diplomas
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	Students will take courses in Math B/Algebra II and Spanish, sit for and pass the regent exams in these courses.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	Program students to these courses. Title I ARRA funds will be used to fund the extra courses that students will take and pass to qualify for the Advanced Regent Diploma.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	The regent exams will be used to assess accomplishment of this goal. Seniors passing at least six regent exams by January 2010 would have made adequate progress toward this goal.

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the Weighted ELA Regent Pass Rate on the school's Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students who have not yet passed the ELA Regent's Examination will be scheduled to preparation classes with an emphasis on completing the four written tasks of the ELA Regent's Examination. They will be taught how to use the rubrics from previous Regent's exams to assess and improve their work. Students will also use templates for each type of essay on the Regent's Examination to guide their writing.</p> <p>Teachers will use technology resources, either in the computer lab or by using laptops in the classroom, to build reading and writing skills. Teachers will implement the Kaplan Advantage ELA Regent's Preparation program. Reading and Writing strategies will be discussed at the Inquiry Team meetings and in professional development sessions, implemented with target populations and then disseminated school wide. Professional development will be provided for all teachers in the use of new resources such as Achieve 3000 to enhance student reading levels.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E funds were used to purchase Smart Boards and regent review books to be used in the ELA regent exam prep classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will pass the ELA regent examination in January 2010.</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To attract the best and brightest students to our Social Justice Law and Technology programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Identify a guidance counselor who will be responsible for articulation.</p> <p>Develop and implement an articulation plan to inform the parents and students in our feeder schools about our school.</p> <p>Assemble an articulation team comprised of the Assistant Principal Pupil Personnel Services, the guidance counselor and parent coordinator.</p> <p>The articulation guidance counselor will schedule meetings with principals and guidance counselors of the feeder schools to showcase</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Our Title I ARRA funds will be used to pay for the guidance counselor.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>More students will be accepted to our 9th grade through the high school applications process. We will use the number of students list noticed to our school through ATS to determine progress towards this goal.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a paperless school where students, staff members and parents are routine users of technology resources for teaching and learning and professional and personal development.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Routine use of email for communication by staff, parents and students within the acornsojo.com domain.</p> <p>Develop a fully functional website to facilitate student learning.</p> <p>Record and upload best instructional practices as shareware.</p> <p>Review and adopt researched based software applications to be used in classroom instruction such as Renzulli and Achieve 3000 and for credit recovery such as Plato and Castle Learning.</p> <p>Daily use of smart boards in all classrooms by teachers. Daily use of laptop and the computer lab by students, as available.</p> <p>Develop a parent data room with technology resources for parent use that will be open on a daily basis to parents to access their children's academic data.</p> <p>Use of Daedalus software to provide us with comprehensive data of student academic achievement, attendance and behavioral and guidance referrals. Use of Google Docs to streamline the record keeping and sharing of information from common planning, grade meetings, other professional development and from the Inquiry teams. Use of Schoolbinder, a goal setting software application, to make it easier for teachers to set both interim and long term goals for their students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We will use our SINI and Vatea funds to purchase laptops so more students will have daily use of computers while in school. We will use the C4E funds to purchase SMART boards and to pay for the education software students will use daily to improve their academic performance.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school's website---www.acornsojo.com.</p> <p>Teacher WebPages showing curricula outlines, lessons and home work assignments.</p> <p>Smart boards in all classrooms.100% of teachers using smart boards as documented in observation reports.</p> <p>Usage summaries from the various software applications.</p>

The parent room up and running.

Meeting records from Google Docs.

Sign up records for lap top carts and computer lab use.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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

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 IDENTIFIED FOR IMPROVEMENT

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 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	125	125	50	50	125	10	10	125
10	50	50	50	100	100	10	10	100
11	50	50	50	50	100	10	10	100
12	25	25	25	25	90	10	10	90

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o 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)	Description: Provide a brief description of each 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.).
ELA:	Students in 9th grade receive an extra period of instruction in ELA during the school day. Students in Grades 10-12 receive a prep class in preparation for the ELA regent examination as needed.
Mathematics:	Students in 9th grade receive an extra period of instruction in Mathematics during the school da. Students in Grades 10-12 receive a prep class in preparation for the algebra I and geometry regent exams as needed.
Science:	Students in 9th grade receive help after school and on Saturdays to complete their lab requirements for the Living environment regents. Students in grades 10-12 take a prep class in either living environment or earth science in preparatuion for regent exams as needed.
Social Studies:	Students receive help afterschool and on Saturdays as needed. Students in 10th grade receive an extra period of instrtuction in preparation for the global regent examination. Students in grades 10-12 receive a prep class in either global or US history or both in preparation for regent exams as needed.
At-risk Services Provided by the Guidance Counselor:	Guidance counselors are assigned by graduation cohort. Each guidance counselor meets with all students in their case-load at least once per week in small group sessions to support their academic performance.
At-risk Services Provided by the School Psychologist:	Meets with students as mandated or requested.
At-risk Services Provided by the Social Worker:	Supports students who are mandated or referred.
At-risk Health-related Services:	The school has a school based health center in which all students are enrolled and receive services as needed.

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

School District: 15

Type of Program: ESL

School Building: Acorn High School for Social Justice

No. ELL Students Served 2009-10:16

Name of Principal: Karen Watts

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition:

Principal: Karen Watts

Assistant Principal: Alberto Garcia

Guidance Counselor: Nuria Rowe

Content Area Teacher: Jennyvi Fajardo

Content Area Teacher: Michael Levy

ESL Teacher: Dana Szalontai

Literacy Coach: Corrine Mattis

Math Coach: Brian Palacios

Parent: Ann Primo

Parent: Lakeisha Robinson

Parent Coordinator: Deborah Burgess

B. Teacher Qualifications

Acorn High School for Social Justice has an eager staff servicing the ELL population consisting of five permanent licensed content area teachers (Math, NLA, Sp. Education, Social Studies), and a fully certified ESL teacher.

C. School Demographics:

Total Number of Students in School: 426

Total Number of ELLs: 16

Ells as Share of Total Student Population: 3%

Part II: ELL Identification Process

Acorn High School for Social Justice meets the needs of our English Language Learners in a variety of ways. We provide instruction via a combination of individual English as a Second Language classes, individualized tutoring throughout the school day, and after school programs. All students identified as English Language Learners (ELL) are programmed for ESL based on Home Language Identification Survey (HLIS), as well as their most recent NYSESLAT scores. In terms of our exit criteria, all ELL students are tested annually with the New York State English as a Second Language Assessment Test (NYSESLAT) to determine continued eligibility. We currently have a small percentage of our students labeled as Beginners. The remaining students are labeled Intermediate and Advanced. The students who are advanced receive only one period of ESL and another period of ELA. This year we have a total of three classes for our ESL population.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letter is distributed and the parent survey and program selection completed at a scheduled parent meeting.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation* CD is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Our parents over the last few years have chosen free standing ESL programs for their children.

The school implements a Freestanding English as a Second Language (ESL) Program which is aligned to parent requests. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- ✓ To amplify the literacy and academic skills of ELLs who participate in program
- ✓ To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- ✓ To give students the skills to perform at city and state grade level in all subject areas

In addition the school offers an English Program

Freestanding English as a Second Language Program

Students from all grades participate in the Freestanding ESL component. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

1. Collaborative planning between ESL and ELA teachers for each unit.
2. Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
3. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
4. Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

5. Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
6. Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
7. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *Attanasio and Associates Getting Ready for the New NYSESLAT*
- *New York State Coach: ELA*
- *New York State Coach: Mathematics*

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- 6 weeks Regents Preparation Intensive Academy that will begin in December and end in January 2008 where in the students will receive intensive preparation for the English, Science, Social Studies, and Math Regents. 4 Major Subject Teachers, and 1 ESL
- NYSESLAT Preparation Intensive Course that will cover the 4 parts of the examination. We will purchase Anastacio booklets to facilitate this intensive preparation course. 1 ESL teacher
- **2nd 6 weeks intensive Regents Prep Academy** in May 2008 4 Major Subject Teachers and 1 ESL
- In addition to the two Regents preparation academies, at our school, we believe that our children need to participate in learning experiences in and out of the classroom. Therefore our ELL students will have two field trip opportunities: Museo del Barrio, and the Queens Boulevard Theater.

- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

Part III: ELL Demographics

A: ELL Programs

Type of Program: ___ Bilingual ___ ESL ___ Both

student in ESL pullout.

Number of LEP (ELL) Students Served in 2009-2010: 16. We have one

Instructional Program for ELLs :

Acorn High School for Social Justice meets the needs of our English Language Learners in a variety of ways. We provide instruction via a combination of individual English as a Second Language classes, individualized tutoring throughout the school day, and after school programs. All students identified as English Language Learners (ELL) are programmed for ESL based on Home Language Identification Survey (HLIS), as well as their most recent NYSESLAT scores. In terms of our exit criteria, all ELL students are tested annually with the New York State English as a Second Language Assessment Test (NYSESLAT) to determine continued eligibility. We currently have a small percentage of our students labeled as Beginners. The remaining students are labeled Intermediate and Advanced. The students who are Advanced receive only one period of ESL and another period of ELA. This year we have a total of three classes for our ESL population.

All English classes at Acorn High School for Social Justice are taught using the Teachers College Workshop Model. A number of instructional strategies will be used to teach ELL students. Our ESL population is introduced to instructional strategies that are skill based. Teachers will continue to employ scaffolded reading and writing activities to provide support for learning, including differentiated instruction, grouping, writing process, and peer tutoring. Students begin the class with a mini lesson that is designed to teach a specific skill. They are then asked to practice the skill individually or with a group. Student reading is enhanced through the use of Balanced Literacy: read alouds, intensive guided reading, guided comprehension reading, Literacy Centers and Independent Reading. Classroom libraries contain literature of various levels, and genres that reflect the cultures of the students in the class. Students are held accountable for their Independent Reading by keeping learning logs and journals, use of graphic organizers, teacher-student conferences, meta-cognitive reflection, language mechanics and vocabulary enrichment taught in context. Writing is improved through teacher modeling and individualized assistance based on need. The teacher works with groups during independent practice and consistently monitors the success of the students. Students tackle real life social issues through project based learning. Content area needs are addressed through interdisciplinary projects and work with content area teachers on areas of concern. Content area material is integrated into the ESL curriculum in order to assist the students with success in their content area courses. Students are also preparing for the ELA exam that many will take at the end of next year. Students are introduced to test taking strategies that will help them improve their writing specifically for this exam. We will also continue to offer Regents preparation tutoring during after school programs for all ELLs identified as needing the extra support. The following instructional components of ESL will have the required time frame and duration:

<i>Beginners</i>	<i>Intermediate</i>	<i>Advanced</i>
540 minutes	360 minutes	180 minutes of ESL and ELA

Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All Math and Science classes at Acorn High School for Social Justice are taught using the Teachers College Workshop Model. Math and science teachers proactively plan varied approaches to meet every learning style. All Math teachers have a class set of the TI-84 plus calculators which the students use on a daily basis. They also use the TI navigators; the navigator is designed to work with TI graphing calculators, it provides wireless communication between students' TI graphing calculators and the teacher's PC. It allows the students to be more engaged in the lesson. Teachers also use the smartboard and PowerPoint lessons in both math and science classes. All teachers are required have word walls in the classrooms and to infuse reading and writing in every lesson; for the majority of the days, students are given a learning log upon exit to complete detailing the important part of the lessons and to write down any questions they may have. Teachers volunteer their times to offer after school tutoring to the students who are struggling.

Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Acorn High School offers a variety of extracurricular activities that are open to all students including our ELL population. Our After School Program includes the following: Step Dancing, Dancing, Basketball, Computers, Music, and Tutoring for all major subjects. We believe that educating our students goes beyond our normal hours of operation.

B: ELL Years of Service and Programs and ELLs by subgroups

Number of all ELLs: 16

Number of SIFE: 4

Number of Newcomers: 2

Number of ELLs in years 4-6: 4

Number of ELLs in Special Education: 8

Number of long-term ELLs: 10

Number of ELLs by Subgroup and grade: one 9th grade beginner, three 9th grade intermediate, three 10th grade intermediate, two 11th grade intermediate, two 9th grade advanced, one 10th grade advanced and four 12th grade advanced.

C: Home Language Breakdown and ELL Programs

Breakdown of number of ELLs in ESL by grade and language: 15 Spanish speaking and one Haitian Creole

**D. Programming and Scheduling Information
Number of Teachers and Support Personnel for 2009-2010**

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

School Building 15K 498	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Teacher's Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
15k498		1					1
TOTALS		1					Grand Total 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.

School District: 498K

BEGINNING ESL Grade 9
School Building: ACORN HIGH SCHOOL FOR SOCIAL JUSTICE

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10 To:8:56	Subject (Specify) ME21/01 Algebra 9 Term				
2	From:9:01 To:9:47	Subject (Specify) MM21/01 Problem Solving Math				
3	From:9:50 To:10:39	Subject (Specify) PA1/01 GYM				
4	From: 10:42 To:11:27	Subject (Specify) L1/01 ESL Level 1				
5	From:11:31 To:12:16	Subject (Specify) L1/01 ESL Level 1				
6	From:12:20 To: 1:05	Subject (Specify) ZLU1F/03 Café				
7	From: 1:09 To:1:54	Subject (Specify) FS1//09 Spanish				
8	From:1:57 To:2:45	Subject (Specify) H51/06 US History				
	From:2:48	Subject (Specify)				

9	To:3:36	SL1/06 Environment	SL1/06 Environment	SL1/06 Environment	SL1/06 Environment	SL1/06 Environment
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School District: 498K

INTERMEDIATE Grade 11
School Building: ACORN HIGH SCHOOL FOR SOCIAL JUSTICE

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10	Subject (Specify)				
	To:8:56	U13X/01 Music	U13X/01 Music	U13X/01 Music	U13X/01 Music	U13X/01 Music
2	From:9:01	Subject (Specify)				
	To:9:47	MA 33/01 Math A Term 3				
3	From:9:50	Subject (Specify)				
	To:10:39	MA 33/01 Math A Term 3				
4	From: 10:42	Subject (Specify)				
	To:11:27	L3/01 ESL Level II				
5	From:11:31	Subject (Specify)				
	To:12:16	L3/01 ESL Level II				
6	From:12:20	Subject (Specify)				
	To: 1:05	ZLU1/03 CAFETERIA	ZLU1/03 CAFETERIA	ZLU1/03 CAFETERIA	ZLU1/03 CAFETERIA	ZLU1/03 CAFETERIA
7	From: 1:09	Subject (Specify)				
	To:1:54	H5/06 US History				
8	From:1:57	Subject (Specify)				
	To:2:45	E5 /07 English II				
	From:2:48	Subject (Specify)				
		SEIL/ 04				

9	To:3:36	Earth Science				
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ADVANCED ESL **Grade 9**
School District: 498K **School Building: ACORN HIGH SCHOOL FOR SOCIAL JUSTICE**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10	Subject (Specify)				
	To:8:56	Legal Studies I				
2	From:9:01	Subject (Specify)				
	To:9:47	L5/01 ESL	L5/01 ESL	L5/01 ESL	L5/01 ESL	L5/01 ESL
3	From:9:50	Subject (Specify)				
	To:10:39	PA1/01 GYM	PA1/01 GYM	PA1/01 GYM	PA1/01 GYM	Group Guidance
4	From: 10:42	Subject (Specify)				
	To:11:27	Algebra I				
5	From:11:31	Subject (Specify)				
	To:12:16	Algebra I				
6	From:12:20	Subject (Specify)				
	To: 1:05	ZLU1F/03 Café	ZLU1F/03 Café	ZLU1F/03 Café	ZLU1F/03 Café	ZLU1F/03 Café
7	From: 1:09	Subject (Specify)				
	To:1:54	FS1//09 Spanish	FS1//09 Spanish	FS1//09 Spanish	FS1//09 Spanish	FS1//09 Spanish

8	From:1:57 To:2:45	Subject (Specify) H51/06 US History				
9	From:2:48 To:3:36	Subject (Specify) SL1/06 Environment				

E. Schools with Dual Language Programs

N/A

F: Professional Development and support for School Staff

Professional development is provided by school staff and community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - the literacy needs of our ELL population within the prescription of the Workshop Model.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom
 - Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

Professional Development will begin in September during staff development week with a focus on how to use formative and summative data to inform instruction. Continuous PD for ESL teachers will be provided at faculty conferences, department meetings, bi-weekly grade conferences, common planning and monthly workshops offered by the Assistant Principal, the UFT Teacher Center, and workshops provided by CSO. These will focus on ways content area and ESL teachers can better understand the linguistic needs of our bilingual and ESL students through a careful examination of their curriculum needs from a language perspective. In other words, they will be encouraged to develop language objectives related to key vocabulary, reading or writing skills, listening or speaking tasks, or language structures. ESL teachers will be required to conduct pre-reading and pre-writing activities. Topics will include using ESL methodology, instructional strategies for balanced literacy using the Readers and Writers Workshop Model in both the content areas and in ESL, the implementation of reading and writing strategies for success on the Regents assessments, and classroom management. ESL teachers will continue to meet regularly to discuss the needs of our ELL population.

September 2009

Determining the skills our ELL students need for success

Session One- looking at the Regents exam in ELA and Social Studies

Session Two-developing protocols for looking at student work

October 2009

What does "raising rigor" mean in an ESL class?

Session One-assessing what the students' work says about the academic challenges they are facing in class and developing strategies to help them experience success.

Session Two-looking at student work to assess the effectiveness of the strategies that were developed during the previous PD session.

November 2009

Looking at student writing in the ESL class

Session One-looking at student writing across the curriculum to determine what specific needs exist for our students and developing strategies to address their needs.

Session Two-sharing student artifacts (sample essays, memoirs, etc...) that show improvement in writing and determining what steps still need to be taken.

December 2009

Incorporating technology into the ESL curriculum

Session One-helping students use technology as a research tool in the classroom and in the real world

Session Two-teachers share a lesson plan that required the use of technology for them and the students

January 2010

Charting student growth

Session One-developing student portfolios and charting student success (modeling expectations for teachers and sharing samples)

Session Two-teachers share student portfolios and determine student growth

February 2010

Preparing students to create research papers/projects

March 2010

Developing critical thinking skills

Session One-looking at student work in order to improve questioning skills and develop critical thinking skills.

Session Two- Celebration of Growth: what evidence do we have to prove that we have grown as educators, and what steps do we need to take to get to the next level

April 2010

Looking at Best Practices: Differentiating Instruction, CALLA, and more

May 2010

June Planning for ESL

Session One- revisiting and revising the CEP

Session Two-taking stock of the entire school year and planning strategically for next year

June 2010

Regents preparation-reviewing proctoring and grading protocols

G: Parental Involvement

Parents of newly enrolled LEP/ELLs will be provided with an orientation session at the beginning of the school year in order to inform them about our ESL program. Information will be provided in both English and Spanish at the orientation. Parents will be notified through the office of the Parent Coordinator in conjunction with the Assistant Principal and the ESL Coordinator. We will communicate with the parents of our English Language Learners through a series of correspondence regularly sent to their homes. In these letters and calls we will encourage them to attend our Parent Association meetings in an attempt to get them more involved with their children's schooling. We will also work more closely with our school's parent coordinator and determine more topics of discussion that will be of more interest to parents of ELL learners. Our ESL teachers will also send a total of three letters home throughout each term written in both Spanish and English and will be

encouraged to attend at least one Parent Association meeting per academic term. In the first letter of correspondence, our teachers are required to introduce themselves to each parent and provide a brief introduction of the class, their expectations, and their grading policy. In correspondence mailed throughout the term, we will continue to provide parents with an update of their child's academic progress or lack thereof.

Part 1V: Assessment Analysis

A: Assessment Analysis

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

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

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the Achieve 3000 and Destination Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- (i) An informal student orientation
- (ii) Buddy system identifying a similar student in his/her class that will assist during the day
- (iii) Encourage student to participate in the Saturday Program and After School activities.
- (iv) An informal assessment is provided to identify possible Academic Intervention programs.
- (v) Home school communication.

Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- I. Making an individualized student needs assessment

- II. Creation of an AIS plan for the student focus on the literacy and math component
- III. Grade appropriate instructional support materials
- IV. Differentiation of instruction in all areas
- V. Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

1. Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
2. Collaboration between the ESL teacher and IEP contact person.
3. Monitoring newcomer and SIFE student for possible special needs status.
4. The delivery of AIS services after school and as part of our Saturday Academy.

Part V: LAP Team Assurances:

Our school has various support services for all our ELL parents and students, such as:

Guidance Counselor

Social Worker

- SETTTS Staff
- OP/PT staff
- IEP Teacher
- School Psychologist
- Family Worker
- Parent Coordinator
- AIS Staff
- Translations are available whenever necessary.

Team Members

Signatures

Principal: Karen Watts

Assistant Principal: Alberto Garcia

Guidance Counselor: Nuria Rowe

Content Area Teacher: Jennyvi Fajardo

Content Area Teacher: Michael Levy

ESL Teacher: Dana Szalontai

Literacy Coach: Corrinne Mattis

Math Coach: Brian Palacios

Parent Coordinator: Deborah Burgess

Parent: Lakeisha Robinson

Parent: Ann Primo

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

9-12

Number of Students to be Served:

LEP 15

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

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.

Daily ESL.

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.

Common Planning sessions.

Form TIII – A (1)(b)

-

School: ACORN High School for Social Justice
BEDS Code: 331500011498

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	No Title III funds.
Purchased services - High quality staff and curriculum development contracts	0	No Title III funds
Supplies and materials	0	No Title III funds

- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.

Educational Software (Object Code 199)	0	No Title III funds
Travel	0	No Title III funds
Other	0	No Title III funds
TOTAL	0	

APPENDIX 3: 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

- I. 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. Our school looks at the school report card and progress report to understand and analyze student needs in this area. Translation services are available in Spanish and Arabic as per the needs of the community. The parent coordinator translates in Arabic and our Family worker translates in Spanish. All other school information is sent out in all three languages as well. Information is also given in three languages at our PTA meetings and during Open School day and evening.

- II. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Same as above.

Part B: Strategies and Activities

- III. 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.
 - a. Translation will include any and all information pertaining to student services or academic performance in the school. Parents will also be given information in Spanish and Arabic when information is provided within the school.

- IV. 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.
 - a. Translation services are provided by the Parent Coordinator and selected community members.

V. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

a. All notification is sent out via students in their native language.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	438379	163656	602035
2. Enter the anticipated 1% set-aside for Parent Involvement:	4384		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1637	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21919		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8183	
6. Enter the anticipated 10% set-aside for Professional Development:	43838		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		16366	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100

9. 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. The school presently has 100% high quality teachers.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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 on the NYCDOE website.



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Dudrige Brenord, A.P. Math, Science

Title I Parent Involvement Policy

I. General Expectations

ACORN High School for Social Justice agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The ACORN High School for Social Justice 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:
 - Encourage parental involvement in all aspects of school planning.
 - Provide fundamental information that will enable parents to understand their roles throughout the course of their child’s educational experience and the importance of promoting this information throughout their communities.
 - Incorporate the District Parental Involvement Plan in all PTA and SLT meetings.
2. ACORN High School for Social Justice will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Provide supplemental education services to assist parents with student achievement.
 - Promote parent participation in School Leadership team and get them involved in the decision making process.
3. ACORN High School for Social Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Set up a parent center with resources to help parents track progress and stay informed of students overall performance.
 - Solicit parent volunteers.

4. ACORN High School for Social Justice will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs
 - PTA
 - SLT
 - Credit Recovery
 - Summer Bridge Programs

5. ACORN High School for Social Justice 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.
 - Distribute parent survey's that will be distrusted by the Parent Coordinator.
 - Parents will work with Parent Coordinator to develop effective strategies to increase parent involvement.
 - Encourage parents to works amongst themselves to solve common problems and build community support.

6. ACORN High School for Social Justice 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Guidance Counselors send out monthly newsletters and conduct monthly meetings.
 - Build relationships through yearly parent retreats.
 - Provide workshops based on family needs.

 - b. ACORN High School for Social Justice 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:
 - Provide materials for schools to distribute at local parent meetings.
 - Utilize technology such as computers and smart boards.

- Provide materials for local literacy programs offered by local community college.
- c. ACORN High School for Social Justice 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:
- Parent Teacher Survey's.
 - Monthly news letters.
 - Utilizing the health center for health care services.
 - Student recognition ceremonies for attendance, behavior and achievement.
- d. ACORN High School for Social Justice 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 encourage and support parents in more fully participating in the education of their children by:
- Utilizing the parent data center to access academic performance, attendance and discipline reports.
 - Effectively use parent coordinator to serve as the facilitator between community and parents.
 - Conducts outreach to engage parents in their children's education.
- e. ACORN High School for Social Justice 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:
- SLT Meetings.
 - PTA Meetings

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Annual Title 1 meeting Agenda. This policy was adopted by the ACORN High School for Social Justice on 10/30/09 and will be in effect for the period of 3 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/30/09.

Principal's Signature: _____

Date: 10/30/09

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, 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 compact 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 on the NYCDOE website.



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School-Parent Compact Acorn High School for Social Justice

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards

ACORN High School for Social Justice, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school years 2009-12.

PART 1- Required School-Parent Compact Provisions

School Responsibilities

ACORN High School for Social Justice 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:
 1. Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.
 2. Provide instruction and assessment focused on student mastery of the core concepts.
 3. Provide supplemental classes that address the needs of the students to help them reach the standards.
 4. Provide research- based supplemental materials that will focus on the students identified areas of need to help them become proficient in those areas.

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent/Teachers conferences will be held in October and March each school year.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed at parent/teachers conferences and mailed 6 times per school year. The first report card of every semester will be delivered to the parent at the parent teacher conferences or individual grade meetings with guidance counselor and teachers.

Parents will receive growth reports and the result on the Princeton Interim Assessment in addition to city wide and state test results.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Guidance counselors, grade advisors, assistant principals and the principal are available to parents during school hours. Parents must call to set up appointments with the staff members. Parents can also set appointments to meet with teachers on their professional activity or prep periods during the school day.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The parent coordinator will work with parents to get them to volunteer in their children's classroom and in other areas of the building as well. Parents are also encouraged to become grade leaders, where they can volunteer to be mentors also.

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:

- Ensuring my child is punctual every day for school
- Monitoring attendance.
- Talking to my child everyday about school activities
- Scheduling daily homework time;
- Providing an environment conducive for study;
- Making sure that homework is completed.
- Monitoring amount of television their children watch.

- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work, and responsibility
- 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 expectations and offer praise and encouragement for achievement

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- Come to school with the necessary tools for learning; pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- follow the school's/ class rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- Do my homework every day and ask for help when I need to.
- Study for test and turn in assignments in a timely manner
- Read at least 30 minutes every day outside of school time.

- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

ACORN High School for Social Justice will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE 10/30/09

DATE

DATE

(Please note that signatures are not required)

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.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Based on the preliminary results of the Progress Report, the school continues to have challenges in the area of ELA.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students who have not yet passed the ELA regent examination are scheduled to a regent preparation class each day.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We have lengthened our school day to nine periods to accommodate regent preparation periods. In addition, we are using the researched based Achieve 3000 program to address the literacy needs of our students.

o Help provide an enriched and accelerated curriculum.

All students who have passed the ELA regent examination are taking the Advanced Placement English Language and Composition course. This is a rigorous course that enriches the ELA curriculum.

o Meet the educational needs of historically underserved populations.

We have designed our program to address all of our students including our Ells, Special Need students, black, Hispanic and economically disadvantaged.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We offer weekly small group guidance sessions for all of our students. The most at risk students receive mandated individualized counseling.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All of our teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We offer monthly faculty and department conference, weekly grade meetings and daily common planning sessions by subject area. In addition, we offer weekly professional development in the use of Technology and researched strategies such as NUA, AVID, Castle Learning, Renzulli, Plato, etc.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school currently has 100% high quality teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

The school plans to increase parental involvement by providing a data room for parents. Parents can now access the ARIS Parent Link to find out updated information about their child's progress by coming into the school and using the computers that are exclusively for parents in the parent data room.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are an integral part of all decisions made at the school and specifically in the area of academic assessments. Teachers participate in common planning sessions and inquiry teams both at the subject and grade levels to inform the improvement process of the instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who fail courses and/or regent exams are placed in regent preparation classes where they are given individualized attention and instruction to help them become proficient.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school has been able to secure Universal School Food services for all students and is developing a CTE (Career and Technical Education) program in Paralegal Studies.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED Status:

Correction Action

SURR Phase / Group (If Applicable):

Part A: For All Schools Identified for Improvement

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.

The school was cited for improvement in ELA only. The school missed its targets in 2008 by a few points because students who passed with 55% did not want to retake the exam.

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.

All students with less than 65% on the ELA regent exams are scheduled to ELA regent prep classes and encouraged to retake the regent exams and the component retesting. The school met its targets in 2009 and will continue with this focused intervention.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The professional development funds will be used to pay for an Assistant Principal who will provide professional development to the teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All teachers will receive professional development in ELA strategies during common planning time, faculty conferences and cohort meetings.

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.

All parents will be notified of the school's status and the interventions that will correct the problem in their home language.

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)² 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.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The ELA department reviewed the findings and found that they did not represent the reality at this 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?

This school has a written ELA curriculum for grades nine through twelve that is based on New York State standards and addresses the reading and writing competencies indicated in the findings.

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:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department reviewed the findings and found that they did not represent the reality at this school.

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

- Applicable Not Applicable

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

This school has a written Mathematics for grades nine through twelve that is based on New York State standards and addresses the required 2005 competencies indicated in the findings.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal, Network ELA Specialist and the ELA Assistant Principal routinely observed ELA lessons.

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?

The reading and writing workshop models are implemented in all ELA classrooms. Direct teaching takes place only during the mini-lessons and then all students are engaged in independent reading and writing activities. The school has an instruction plan that is implemented in all classrooms ensuring quality instruction in every classroom , every period.

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* (SOM³) 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.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The principal, the Network Mathematics Specialist and the Mathematics Assistant Principal routinely observed mathematics lessons.

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?

The school has an instruction plan that is implemented in all classrooms ensuring quality instruction in every classroom , every period. Direct teaching takes place only duiring the mini-lessons and then all students are engaged in independent problem-solving activities.

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.

³To 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal and Assistant Principal for Organization reviewed the teacher turnover rate at the school.

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?

The teacher turnover rate at the school is very low.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal and Assistant Principal responsible for ELLs reviewed these findings and the professional development opportunities afforded the ESL teacher at the school. The LAP was communicated to the ESL teacher at this school.

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?

The ESL teacher at this school participated in all professional development opportunities that became available to him through the district. The ESL teacher is aware of the LAP.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL teacher, the principal and the Assistant Principal responsible for ELLs reviewed the findings.

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?

At this school, the ESL teacher and the assistant principal responsible for ELLs continuously monitor the the English Language Development of the ELLs. The ESL teacher is knowledgeable about the available testing data of our ELLs.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Principal and Assistant Principals reviewed findings.

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?

All general education teachers are aware of the accommodations and modifications that special needs students need to access the general education curriculum. All teachers have received professional development in a wide range of instructional strategies to help our special needs students access and succeed at the general education curriculum.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal, assistant principals and IEP teacher reviewed the findings.

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?

Our teachers have received professional development on writing goals, objectives and behavioral plans for IEPs that are aligned with the state grade level expectations. All teachers are aware of modifications and accommodations for our special needs students both during instruction and testing.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Additional counseling.

Part B: For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.