



**ACORN HIGH SCHOOL FOR SOCIAL JUSTICE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: ACORN HIGH SCHOOL FOR SOCIAL JUSTICE**  
**ADDRESS: 1396 BROADWAY**  
**TELEPHONE: 718-919-1256**  
**FAX: 718-852-4593**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 16K498      **SCHOOL NAME:** ACORN High School for Social Justice

**SCHOOL ADDRESS:** 1396 BROADWAY, BROOKLYN, NY, 11221

**SCHOOL TELEPHONE:** 718-919-1256      **FAX:** 718-852-4593

**SCHOOL CONTACT PERSON:** Michael Prayor      **EMAIL ADDRESS:** mprayor@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** FREDA BACCHUS

**PRINCIPAL:** Michael Prayor

**UFT CHAPTER LEADER:** EUGENIA KELCH

**PARENTS' ASSOCIATION PRESIDENT:** TOWANA SCOTT

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      LAUREN JONES

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 16      **CHILDREN FIRST NETWORK (CFN):** DSSI Cluster 03

**NETWORK LEADER:** MEJIAS, JOANNE/Olga Mejia-Glenn

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Michael Prayor	Principal	Electronic Signature Approved.
Latasha Farmer	UFT Member	Electronic Signature Approved. Comments: SIGNED HARD COPY
eugenia kelch	UFT Chapter Leader	Electronic Signature Approved. Comments: SIGNED HARD COPY
Deborah Burgess	DC 37 Representative	Electronic Signature Approved. Comments: HARD COPY SIGNED.
TOWANA SCOTT	Parent	Electronic Signature Approved. Comments: HARD COPY SIGNED.
LAUREN JONES	Student Representative	Electronic Signature Approved. Comments: HARD COPY SIGNED.
BRIAN PALACIOS	UFT Member	Electronic Signature Approved. Comments: HARD COPY SIGNED.
THERESA STOUDEMIRE	Parent	Electronic Signature Approved. Comments: HARD COPY SIGNED.
Ann Primo	Parent	Electronic Signature Approved. Comments: HARD COPY SIGNED.
ASHLEY MATHEWS	Parent	Electronic Signature Approved. Comments: HARD COPY SIGNED.
NORMA AYALA	Parent	Electronic Signature Approved. Comments: HARD COPY SIGNED.

\* Core (mandatory) SLT members.



### 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 a program. 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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		ACORN High School for Social Justice								
<b>District:</b>		16	<b>DBN #:</b>		16K498	<b>School BEDS Code:</b>		16K498		
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K										
Kindergarten										
Grade 1										
				<b>Student Stability - % of Enrollment:</b>						
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 2										
Grade 3										
Grade 4										
Grade 5										
				<b>Poverty Rate - % of Enrollment:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6										
Grade 7										
Grade 8										
Grade 9										
				<b>Students in Temporary Housing - Total Number:</b>						
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 10										
Grade 11										
Grade 12										
Ungraded										
				<b>Recent Immigrants - Total Number:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Total										
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes					Principal Suspensions					
# in Collaborative Team Teaching (CTT) Classes					Superintendent Suspensions					
Number all others										
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes										

# in Dual Lang. Programs				<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only				(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs				Number of Teachers			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			
				Number of Educational Paraprofessionals			
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			
American Indian or Alaska Native				% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.							
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>				<b>Overall Evaluation:</b>			
<b>Overall Score</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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/Teacher 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 your 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 its Progress Report in 2007 to a B in 2008 and an A in 2009 and 2010. 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 76%. 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. SAT prep courses as well as a partnership with the Bedford YMCA allows our students to utilize the facility to promote our health initiatives.

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To promote and increase the use of technology resources throughout the school community.	<input type="checkbox"/> <input type="checkbox"/> By June 2011 at least 90% of the school community will be utilizing technology resources on a daily basis to be informed by data. <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> To engage teachers in professional development for differentiated instruction which accommodates the learning styles of students.	<input type="checkbox"/> By June 2011 <input type="checkbox"/> one hundred percent of teachers will engage in professional development around differentiated instruction. This will address the needs of students with varying learning styles and teachers will utilize practical strategies for empowering and engaging diverse learners.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To increase the student pass rate on the U.S. History Regents Exam.	<input type="checkbox"/> By the end of June 2011, the US History weighted regents pass rate will increase from 0.95 to 1.50.
<input type="checkbox"/> To create a paper less school where students, staff members and parents are routine users of technology resources for teaching and learning and professional and personal development.	<input type="checkbox"/> By June 2011 at least 75% of the school community will be utilizing 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 2010-11 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, PLA, 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**

**ALL AREAS**

(where relevant) :

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To promote and increase the use of technology resources throughout the school community.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Students will take courses in Algebra II and Spanish sit for and pass the regent exams in these courses.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Program these courses to students schedules. Title I ARRA funds will be utilized to fund the extra courses that students will take and pass to qualify for the Advanced Regent Diploma.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> The regent exams will be used to assess accomplishment of this goal. seniors passing at least six regent exams by January 2011 would have made adequate progress towards this goal.</p>

**Subject Area**  
(where relevant) :

**ENGLISH LANGUAGE ARTS**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>To engage teachers in professional development for differentiated instruction which accommodates the learning styles of students.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/></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 ELA Regent’s Examination. They will be taught how to use the rubric 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. We will also include the four essential common core standards. 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 My Access to enhance student reading levels.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Children's first operation funds were utilized to purchase ELA regents books and NYSTL hardware to purchase additional lap tops for prep courses.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Students will pass the ELA regents in January 2011.</p>

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/>To increase the student pass rate on the U.S. History Regents Exam.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/></p> <p>Identify a guidance counselor who will be responsible for articulation. Develop and implement an articulation plan to inform the parents and students in our feeder schools about our school. Assemble an articulation team comprised of the Assistant Principal Pupil Personnel Services, the guidance counselor and parent coordinator. The articulation guidance counselor will schedule meetings with principals and guidance counselors of the feeder schools to showcase.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Our Title I ARRA funds will be used to pay for the Guidance Counselor.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></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) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To create a paper less school where students, staff members and parents are routine users of technology resources for teaching and learning and professional and personal development.</p>
<p><b>Action Plan</b> <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><input type="checkbox"/> Routine use of email for communication by staff, parents and students within the acornsojo.com domain. Develop a fully functional website to facilitate student learning. Record and upload best instructional practices as shareware. Review and adopt researched based software applications to be used in classroom instruction such as My Access and for credit recovery such as Plato and Castle Learning. Daily use of smart boards in all classrooms by teachers. Daily use of laptop and the computer lab by students, as available. 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. 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><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We will use our NYSTL Hardware to purchase laptops so more students will have daily use of computers while in school and to pay for the education software students will use daily to improve their academic performance.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The school's website---www.acornsojo.com.  Teacher WebPages showing curricula outlines, lessons and home work assignments.  Smart boards in all classrooms. 100% of teachers using smart boards as documented in</p>

observation reports.

Usage summaries from the various software applications.

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 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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 7: 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								
10								
11								
12								

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> 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.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Mathematics: Students in 9th grade receive an extra period of instruction in Mathematics during the school day. Students in Grades 10-12 receive a prep class in preparation for the algebra I and geometry regent exams as needed.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> 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 preparation for regent exams as needed.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Social Studies: Students receive help afterschool and on Saturdays as needed. Students in 10th grade receive an extra period of instruction 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.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> At-risk Services Provided by the Guidance Counselor: <input type="checkbox"/> 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.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> At-risk Services Provided by the School Psychologist: Meets with students as mandated or requested</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> At-risk Services Provided by the Social Worker: Supports students who are mandated or referred</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> At-risk Health-related Services: The school has a school based health center in which all students are enrolled and receive services as needed.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**9, 10, 11, 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**

### **Section II. Title III, Part A LEP Program Narrative**

**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

**Section III. Title III Budget**

—

**School: ACORN HS FOR SOCIAL JUSTICE**

**BEDS Code: 331500011498**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	0	<input type="checkbox"/> NO TITLE 3 FUNDS
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> NO TITLE 3 FUNDS

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> NO TITLE 3 FUNDS
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> NO TITLE 3 FUNDS
<b>Travel</b>	0	<input type="checkbox"/> NO TITLE 3 FUNDS
<b>Other</b>	0	<input type="checkbox"/> NO TITLE 3 FUNDS
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**.We Pre-assess which language(s) will be needed based on past events,**

pre-registration information or by using home language survey data. The preferred language report-on ATS-and personalized surveys are used

regularly to communicate with parents in their language of choice. Staff translators are also used to facilitate oral and written communication.

DOE translation office is also notified in advance with translation request for-letters, flyers, request, etc.

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

We discovered that there is a small percentage of our Parents that need language interpretation. Once discovered we immediately send out documnetation in that other language when ever sending out any information. We also target specific parents and make sure they received their information in thie home language. We understand that with all languages, there is a difference between decoding and comprehending. All correspondence is designed in a parent friendly manner.

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We always send a draft of the schedule and agenda for events to

our internal professional (teachers). We also make sure that any mandatory conferences and short unexpected meetings/ promotions are translated.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**.If required we will use in-house. Several**

of our staff members are bi-lingual.

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

ACORN high school makes use of translation services by providing all parents at the main lobby and through the mailing system a copy of the Chancellor's regulation A-663. The translation web site is also provided below. All parents are greeted by the Parent Coordinator who assist the

parents in determining the translation services that they need. The web site is also posted in the main lobby. During orientation for new students

and summer orientation for all students home language surveys are conducted to determine in what language would the student benefit most from.

Parent/teacher conferences gives us another opportunity provide translation services for those parents that need

it.[http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663 Translation 3-27-06](http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf)

[.pdfhttp://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm](http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm)

## 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 2010-11:	0	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3353.17		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2009-2010 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.

**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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

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

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

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### 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 \_\_\_\_\_. This policy was adopted by the ACORN High School for Social Justice on \_\_mm/dd/yy\_\_\_\_\_ and will be in effect for the period of \_\_\_\_\_. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

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

### 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**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.

□

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 year 2009-10.

**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 on October 23<sup>rd</sup> and 24<sup>th</sup> and March 26<sup>th</sup> and 27<sup>th</sup>

- **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                      DATE                      DATE

**(Please note that signatures are not required)**  
**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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.

2. Schoolwide reform strategies that:

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

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.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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.

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
18
2. Please describe the services you are planning to provide to the STH population.  ADDITIONAL COUNSELING

### **Part B:**

#### **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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A

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 your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

**File Name - 28\_16K498\_021711-132013.doc**

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

School District: 16                      Type of Program: ESL

**School Building: Acorn High School for Social Justice**

**No. ELL Students Served 2011-10:16**

**Name of Principal: Michael Prayor**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part 1: School ELL Profile

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### **A. Language Allocation Policy Team Composition:**

*Principal: Michael Prayor*

*Assistant Principal: Alberto Garcia*

*Guidance Counselor: Nia Johnson*

*Content Area Teacher: Jennyvi Fajardo*

*Content Area Teacher: Michael Levy*

*ESL Teacher: Kimberly Essex*

*Math Coach: Brian Palacios*

*Parent: Towana Scott*

*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: 411

Total Number of ELLs: 19

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 2011 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
- **2<sup>nd</sup> 6 weeks intensive Regents Prep Academy** in May 2010 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   X   ESL      Both      **Number of LEP (ELL)**  
**Students Served in 2010-2011: 19.**

#### 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><b>Beginners</b></i>	<i><b>Intermediate</b></i>	<i><b>Advanced</b></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: 19**

**Number of SIFE: 0**

**Number of Newcomers: 2**

**Number of ELLs in years 4-6:**

**Years of Service**

**0-2 students**

**1-3 students**

**2-3 students**

**3-0**

**4-0**

**5-2 students**

**6-2 students**

**7-4 students**

**8-0**

**9-2 students**

**10-0**

**Number of ELLs in Special Education: 9**

**Number of all ELLs: 19**

**Number of long-term ELLs: 10**

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

**Number of long-term ELLs:**

**Years of Service**

**0-2 students**

**1-3 students**

**2-3 students**

**3-0**

**4-0**

**5-2 students**

**6-2 students**

**7-4 students**

**8-0**

**9-2 students**

**10-0**

**11-1 student**

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

**Breakdown of number of ELLs in ESL by grade and language:**

9th grade: Arabic 1, Spanish 5, Haitian Creole 1

10th grade: Spanish 7

11th grade: Spanish 2

12th grade: Spanish 3

**19/410**

**D: Programming and Scheduling Information  
Number of Teachers and Support Personnel for 2010-2011**

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

School Building 16K 498	Number of Teachers 2010-2011				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	
16K498		1					1
<b>TOTALS</b>		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.

**INTERMEDIATE ESL****Grade 9**School District: 498K  
JUSTICE

School Building: ACORN HIGH SCHOOL FOR SOCIAL

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0					
Period 1 8:00-8:42	TC1/5 ZARETSKY 514	GG91/1 BERROUET 429	TC1/5 ZARETSKY 514	SL1L/4 SERVANIA 629	TC1/5 ZARETSKY 514
Period 2 8:45-9:35	SL1/4 SERVANIA 614	SL1/4 SERVANIA 614	SL1/4 SERVANIA 614	SL1/4 SERVANIA 614	SL1/4 SERVANIA 614
Period 3 9:38-10:20	H5/1 KELCH 200	H5/1 KELCH 200	H5/1 KELCH 200	H5/1 KELCH 200	H5/1 KELCH 200
Period 4 10:23-11:05	L3/4 ESSEX 222	L3/4 ESSEX 222	L3/4 ESSEX 222	L3/4 ESSEX 222	L3/4 ESSEX 222
Period 5 11:08-11:50	ME21/2 ALEXIS 522	ME21/2 ALEXIS 522	ME21/2 ALEXIS 522	ME21/2 ALEXIS 522	ME21/2 ALEXIS 522
Period 6 11:53-12:35	MM21/2 ALEXIS 522	MM21/2 ALEXIS 522	MM21/2 ALEXIS 522	MM21/2 ALEXIS 522	MM21/2 ALEXIS 522
Period 7 12:38-1:20	ZLU1/4 CAFE	ZLU1/4 CAFE	ZLU1/4 CAFE	ZLU1/4 CAFE	ZLU1/4 CAFE
Period 8 1:23-2:05	FS5R/1 EUSEBIO 524	FS5R/1 EUSEBIO 524	FS5R/1 EUSEBIO 524	FS5R/1 EUSEBIO 524	FS5R/1 EUSEBIO 524
Period 9 2:08-2:50	L4/3 ESSEX 222	L4/3 ESSEX 222	L4/3 ESSEX 222	L4/3 ESSEX 222	L4/3 ESSEX 222

**ADVANCED ESL**  
**School District: 498K**  
**JUSTICE**

**Grade 11**  
**School Building: ACORN HIGH SCHOOL FOR SOCIAL**

<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Period 0					
Period 1	GG11/2 BERROUET 429	PP5/1 SUAREZ GYM	PP5/1 SUAREZ GYM	PP5/1 SUAREZ GYM	PP5/1 SUAREZ GYM
Period 2	E5J/1 ROHNER 416	E5J/1 ROHNER 416	E5J/1 ROHNER 416	E5J/1 ROHNER 416	E5J/1 ROHNER 416
Period 3	FS7XAP/1 EUSEBIO	FS7XAP/1 EUSEBIO	FS7XAP/1 EUSEBIO	FS7XAP/1 EUSEBIO	FS7XAP/1 EUSEBIO
Period 4	L5/2 ESSEX 222	L5/2 ESSEX 222	L5/2 ESSEX 222	L5/2 ESSEX 222	L5/2 ESSEX 222
Period 5	MG21/1 PALACIOS 516	MG21/1 PALACIOS 516	MG21/1 PALACIOS 516	MG21/1 PALACIOS 516	MG21/1 PALACIOS 516
Period 6	ZLU1/3  CAFE	ZLU1/3  CAFE	ZLU1/3  CAFE	ZLU1/3  CAFE	ZLU1/3  CAFE
Period 7	PP7/6 FARKAS GYM	PP7/6 FARKAS GYM	PP7/6 FARKAS GYM	PP7/6 FARKAS GYM	PP7/6 FARKAS GYM
Period 8	SL1S/3 FAJARDO 618	SL1S/3 FAJARDO 618	SL1S/3 FAJARDO 618	SL1S/3 FAJARDO 618	SL1S/3 FAJARDO 618

**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 manipulative 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 2010

*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 2010

*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 2010

*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 2010

*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 2011

*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 2011

*Preparing students to create research papers/projects*

March 2011

*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 2011

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

May 2011

*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 2011

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 My Access 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 sounded 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 sounded 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 terms 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

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

*Team Members*

*Signatures*

*Principal: Michael Prayor*

*Assistant Principal: Alberto Garcia*

*Guidance Counselor: Nia Johnson*

*Content Area Teacher: Jennyvi Fajardo*

*Content Area Teacher: Michael Levy*

*ESL Teacher: Robbin Essex*

*Math Coach: Brian Palacios*

*Parent Coordinator: Deborah Burgess*

*Parent: Towana Scott*

### **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**

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- 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**

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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-63%20Translation%203-27-06%20.pdf>. All notification is sent out via students in their native language.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	ACORN High School for Social Justice						
<b>District:</b>	16	<b>DBN:</b>	16K498	<b>School</b>		331600011498	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			104				
Grade 10			91				
Grade 11			110				
Grade 12			107				
Ungraded			1				
<b>Total</b>			<b>413</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			88.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes			45	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			
Number all others			37				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			
Early College HS Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	Number of Teachers			
# in Dual Lang. Programs			TBD	Number of Administrators and Other Professionals			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			76.0				
Hispanic or Latino			23.5				
Asian or Native Hawaiian/Other Pacific			0.0				
White			0.0				
<b>Male</b>			48.7				
<b>Female</b>			51.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 305</b>	District <b>16</b>	School Number <b>498</b>	School Name <b>ACORN High School</b>
Principal <b>Michael Prayor, I.A.</b>		Assistant Principal <b>Alberto Garcia</b>	
Coach <b>Soeurette C. Fougère</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Kimberly Essex-ESL</b>		Guidance Counselor <b>Nia Johnson</b>	
Teacher/Subject Area <b>Math, Brian Palacios</b>		Parent <b>Towana Scott</b>	
Teacher/Subject Area <b>ELA, Sharion Thomas-lawall</b>		Parent Coordinator <b>Deborah Burgess</b>	
Related Service Provider <b>Adina knopfler</b>		Other <b>type here</b>	
Network Leader <b>Joannie Mejias</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>423</b>	Total Number of ELLs	<b>18</b>	ELLs as Share of Total Student Population (%)	<b>4.26%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

16k498 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.

16k498 follows a series of steps for the initial identification of those students who may be possible ELLs. If the home language of the student is other than English, an interview is conducted in BOTH his/her home language and English. If the student is fluent in both languages and we believe the student should not be serviced, then a paper is attached to the home language survey stating that it was decided based on the interview with the student and parents that the student will not be placed in ESL. Students must answer 1 of the first 4 questions and 2 of the next 4 questions "other than English" in order for him/her to be considered to be placed in ESL. (REMEMBER: you must interview the student in both languages even if he/she has 1 in the 1st 4 questions and 2 in the 2nd 4 questions as "other than English. Mr. Scofield, Licensed Special Education teacher, and Licensed School Building Leader is assigned to administer the Home Language Identification Survey and the Language Assessment Battery-Revised (LAB-R). Service eligibility for new entrants is determined by cut scores on the LAB-R. To annually evaluate ELLs, eligible students for the NYSESLAT are identified using the RLER report on Automate the Schools (ATS). Eligible students are X coded students, and students' who tested at proficiency levels beginner, intermediate, and advance from the most recent year's NYSESLAT proficiency scores.

Because ELL parents often speak a language other than English, 16k498 should use the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed to convey information to the non-english speaking parents of ELLs. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. 16k498 is prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. Our parent coordinator and other designated staff work closely with supervisors (assistant principals, ESL coordinators), network specialists, and ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner.

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). 16k498 notify our parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

For students found eligible for ESL services or continuing ESL services, parents are contacted by phone to come in on an individual basis to: receive their student entitlement letter (translation provided as needed), receive their parent surveys, and their program selection forms as well. For forms not returned, calls are first made to families to address this concern. Secondly, our bilingual family worker is assigned to conduct as many homevisits as needed to retrieve 100% of these documents. During this process, ELLs serve as liaisons between our school and their parents and guardians. Free Standing ESL is offered at 16k498. Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in our freestanding ESL programs come from many different native language backgrounds, and Spanish is the only common language among our students. Our freestanding ESL program is mainly departmentalized ESL classes and content courses that infuse ESL strategies. In our pull-out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Based on the NYSESLAT proficiency scores and LAB-R cut scores, student receive varying amount of ESL instruction- 540 hours for beginners, 360 hours for intermediate, and 180 for advanced. Students x coded also receive ESL services. For foreign language speaking parents only, bilingual staff serve as translators between such parents and the ESL coordinator (under the supervision of a licensed school administrator).

After reviewing parent surveys and program selection forms, 100% of families prefer the Freestanding ESL program. Of the 18 students enrolled in ESL classes during the 2010-2011 school year, 18 choose the free standing model of instruction. This is true for the 15 students in the 2009-2010 school year as well. The free standing program model is aligned with parent choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	3	0	1	7
<b>Push-In</b>										4	4	1	2	11
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	7	1	3	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0				0
<b>Dual Language</b>	0	0	0	0	0	0				0
<b>ESL</b>	7	0	1	3	0	3	8			18
<b>Total</b>	7	0	1	3	0	3	8	0	0	18

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	7	1	3	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>18</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	7	1	3	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	7	7	1	3	18

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

**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 1 student labeled as Beginner. Our current ELL 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 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 are currently offering Regents preparation tutoring during after school programs for all ELLs identified as needing the extra support. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of America's choice Workshop model. This includes the use of high interest/low interest 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

The following instructional components of ESL will have the required time frame and duration:

Beginners	Intermediate	Advanced
540 minutes	360 minutes	180 minutes of ESL and ELA
2 periods of ESL		

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, will help LEP students attain English proficiency while meeting State academic achievement standards. 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. At Acorn High School for Social Justice we are committed to helping our ELLs achieve success. The following programs have been designed to ensure that our students pass the set graduation requirements:

- 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

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

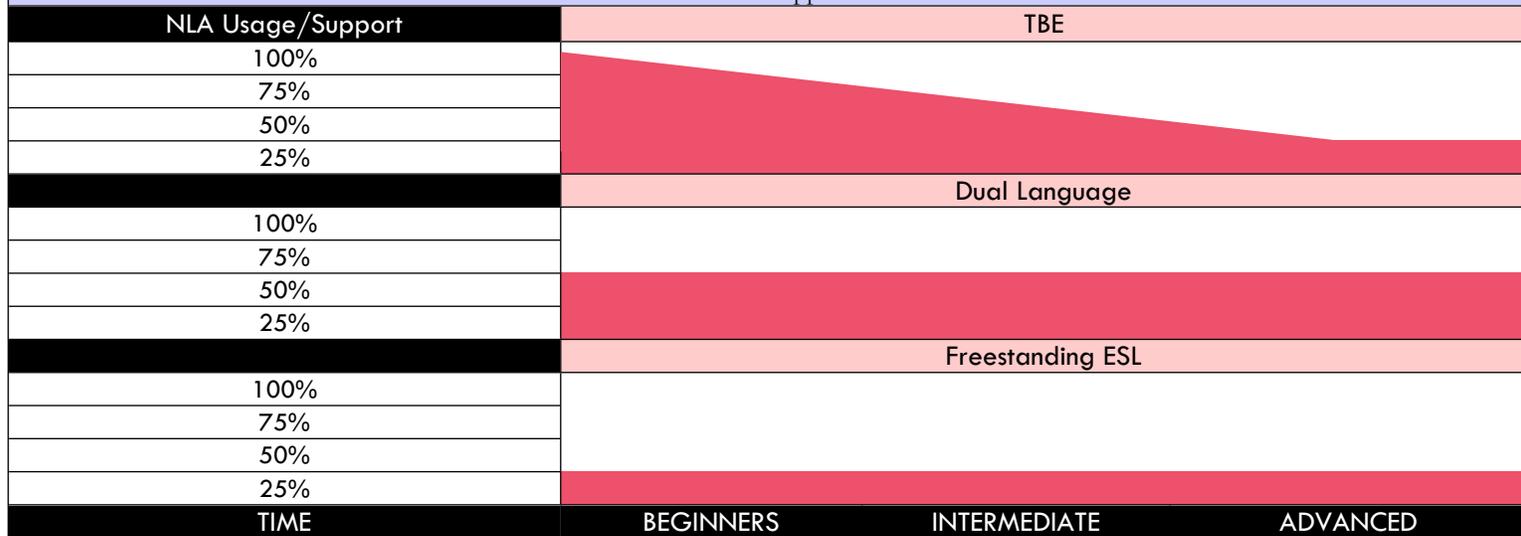
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted intervention programs for ELLs and continuing transitional support in math, ELA and other content area subjects include the following new programs 1. Destination Math 2. My Access is a writing program for ELLS 3. ELL Academy 4. Platío 5. Castle Learning 6. ELL Glossary in their Native Language 7. English Spanish Dictionary. 8. Bilingual Para Professional. All intervention services will be implemented across all grade levels. Assessment will determine the degree of intervention that will be given to each sub-group based on disability, proficiency level, and years of ESL service. One program that will be considered for ELLs during the 2009-2010 school year is the Cultural Immersion Program. CIP will have a strong field trip component which exposes our ELLs to museums (history and art component), theatres (history, art, and ELA component), public parks (history, ELA, and science component), and other tourist venues (history, art, ELA component). Instructional material used to support ELLs are 1. Smartboard 2. Content area manipulatives 3. Internet 3. Castle Learning 4. Online Language Dictionary. All instructional and support services offered to ELLs are regulated to each student's learning style, proficiency level, and their disability-whether they have one or not. The language elective offered to ELL is Spanish. Spanish speaking ELLs are encouraged to take the Spanish Regents and to earn a grade of 85% or higher so as to earn 6 high school credits.

## C. Schools with Dual Language Programs

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

N/A

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Throughout the 2010-2011 school year, our ESL teacher will receive professional development in effective ELL instructional practices in-house and outside the school building courtesy of CFN 305. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices-to best serve our ELL populations. The 7.5 hours of professional development offered to all staff includes differentiated instruction, use of technology in the classroom, behavior management, Wilson reading, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2010. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
- e. Chancellor's Regulations A-663
- f. ESL Standards and Language Allocation Policy
- g. ELL students and testing accommodations
- h. ESL teaching strategies for classroom teacher
- i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. The ELL teacher will attend PD presented by the ELL Instructional Specialist.

#### **V. Support services provided to LEP students:**

There are the following additional services provided to our ELL students throughout the school year:

- Reading Volunteers
- AIS services in Literacy and Math
- Independent Investigation Method - an enrichment program utilized once a week for grades K- 5.
- Great Leaps Program used by trained paraprofessionals with targeted students in math and literacy during the school day
- Test taking skills- an after school enrichment program

#### **E. Parental Involvement**

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

Parents are encouraged to be active members of our school community. School staff (Deans, Guidance Counselors, Attendance Teachers, School Aides) are in constant contact with our parents through phone calls, letters, and in 1:1 conferences. Through the year, parents have countless opportunities to be involved in our school through afterschool volunteer activities, and in the parent teachers association. Our school access the needs of our parents both formally and informally-conflict model to measure needs, conference with students, and through the use of enrollment forms. The school utilizes the use of it's social worker to develop the social history of students at-risk and then assign resources to families as needed.

For non English speaking parents, oral interpretation services is provided for the following events:

- a. Parent Teacher Conferences
- b. ELL Parent Orientation
- c. Phone calls from teachers regarding students' academic progress
- d. IEP conferences
- e. PTA Meetings
- f. Parent Workshops

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)										8	4	1	3	16
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	8	6	1	3	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		0	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>Integrated</u>	17			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	17			
Physics				
Global History and Geography	17			
US History and Government	17			
Foreign Language	17			
Other				
Other				
NYSAA ELA	1			
NYSAA Mathematics	1			
NYSAA Social Studies	1			
NYSAA Science	1			

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

- 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.

Data across proficiency levels and grades show that differentiated instruction must be implemented across content to assist our ELLs with learning, regardless of grade level. 16 of our 18 ELLs are at proficiency level intermediate, 1 is at a beginning level, and 1 is functioning at an advanced level. Data assessments through grades and proficiency levels reveal that our school instructional staff needs to make use of various adaptive pedagogy to maximize student learning and effective teaching through the utilization of electronic resources, technology and/or internet resources (Smart Boards, power point presentations), integrated instructional units across disciplines, collaborative team-teaching with SETSS and other support staff, cooperative learning, scaffolding, word walls, culturally relevant connections and experiences, workshop model: SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk, academic competencies which reflect Bloom's Taxonomy of higher order thinking skills, project-based learning, student choice of activities for learning and assessment. Our extensive use of technology, including Internet-connected computers and Smart boards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept. ELLs are not performing near as well on State exams as their native speaking peers. Based on this needs assessment, our school created the ELL Academy to better tract and support our ELL and have at least 95% of them graduate with a Regent's diploma after four years of school. Current quality review rubrics and progress report rubrics are used to evaluate the success the present and future success of our ESL program. a)

School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards in order to close the achievement gap and/or focus on college-readiness, and align curricula across grades and subject areas

b) Rigorous habits and higher order skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subject areas

c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, special education students, and English language learners are challenged and engaged

a) Across classrooms teaching practices are aligned to the curriculum and reflect a coherent set of beliefs about how students learn best that is informed by discussions at the team and school level

b) Across classrooms teaching strategies and routines are strategically differentiated so that all learners have multiple entry points, supports, and extensions into the curricula

c) Across classrooms teaching strategies and routines lead to high levels of student engagement and thinking, as evidenced in work products and processes

a) The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals and long-range plans, given the learning needs of students

b) The use of teacher and student time is structured to respond to the learning needs of all students so that teachers regularly collaborate to improve instructional practice, and students engage in challenging academic tasks and develop higher order thinking skills

c) Hiring practices, teacher assignments, and student program groupings are strategic (e.g. teacher total student load, effective teachers placed to eliminate achievement gap), promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining school instructional goals

a) The school has a safe environment and inclusive culture that support progress towards the school's professional, academic, and social-emotional learning goals; the school uses data, such as the learning environment survey (LES), incident reports, and attendance to guide improvements

b) Each student is known well by at least one adult who helps to coordinate social-emotional learning and other child/youth development supports that impact the student's academic success

c) Students are interested and engaged in their learning; want to succeed; indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development and that their voice and active participation influence school-wide decisions.

It is our short-term and long-term goal to see a positive relationship between the academic performance rubrics we implement and overall student achievement in classroom assessments, period assessments, SATs, and NYS Regents exams.

After reviewing and analyzing the assessment data

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 My Access 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 NYSELAT

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 sounded 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 Language Learners
- 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.

### Additional Information

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

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.

## Additional Information

Plan for Long Term ELLs

Long terms ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments

## Part VI: LAP Assurances

- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

to

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

**School DBN: 16K498**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$335,317	\$147,485	\$483,162
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3353.	\$1478.	\$4831.17
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,766.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,532.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_100%\_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Brooklyn High School for Law and Technology**

**SCHOOL-PARENT COMPACT**

**BKLAWTECH encourages parental involvement by offering participation through committees, functions and workshops.**

**Parents have the right to meet with any member of the school community with an advocate, with the understanding that their concerns will have to be prioritized along with the needs of the school at large.**

**Feedback from parents is welcomed from attendance of committee meetings, workshops and parent surveys.**

**The Home – School Compact will be distributed to all parents in the orientation package.**

**The home-school compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students.**

**This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including high school students, special education students, and ELL students.**

**The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:**

- 1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.**
- 2. Fall conferences with all teachers to set their professional pedagogical goals.**
- 3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.**
- 4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.**
- 5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to**

**increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.**

**6. Observational classroom walk-through by the Pass Review team and/or periodic walk-through by the administration to improve school-wide supervision.**

**7. Allocation of Title I per session hours for before and after school outlined Academic Intervention services for students in need of support.**

**8. Allocation of Title I funds for approved DOE vendors to provide physical education a minimum of 3 times per week.**

**9. Allocation of Title I funds for test prep materials.**

**10. Allocation of Special Education monies to hire special education teachers to provide the services required by individual students with IEPs.**

**The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:**

**1. Fall curriculum nights by grade levels and to insure teacher participation by per session allocation of Title I funds.**

**2. Active participation of parents in the Parents Association and School Leadership Team meetings.**

**3. Each marking period student alert notices, plan of action to resolve the issues for students experiencing difficulties.**

**4. Parent sponsored parent needs assessment.**

**5. Regular updating of the school website, bulletins, phone master, parent handbook and notices home from the administration with parent information.**

**6. Regularly updated student contact information.**

**7. Workshops for parents on BKLAWTECH graduation requirements, ie. Portfolio, ELA, Regents, academic standards, student attendance, college processes and procedures, health and other workshops acquired through parents surveys.**

**8. To provide parents with the NYC Board of Education statement of Parents Bill of Rights and Responsibilities.**

***9. Parent Weekly Newsletter mailed home every week to inform parents of school policies, programs and activities geared towards improving student academic opportunities at BKLAWTECH.***

***We further seek to promote parent responsibility for supporting their children's learning. To this end, the Parents/Guardians of our students agree:***

***1. To work with his/her children to improve punctuality, attendance, homework, and study habits and to respond to regular communications home on the part of individual teachers and the administration. To share the responsibility for improving student achievement. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.***

***2. To read with their children the NYC Board of Education statement of students rights and responsibilities and to support the school Discipline Code.***

***3. To become involved through elected parent liaison representatives in developing, evaluating, and revisiting the school-parent involvement policy and to respond to calls to serve on a variety of PA committees.***

***4. To communicate and cooperate with the school on issues of health and safety.***

***5. To respond to the PA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process and to attend PA forums on helping students to be successful.***

***6. To attend Guidance/teacher intervention meetings for struggling students.***

***7. To support school representation on the Title 1, Community Education District Council, and the Chancellor's Advisory Councils.***

***8. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students and to join in school celebrations for student successes.***

***9. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.***

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

In conjunction with the CUNY PSO, the SLT, and staff the school will make use of school surveys to analyze, contrast and compare school performance.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**BKLAWTECH is committed to the success of every student. As a result, we spend our class time and professional development time focused on providing students with instruction that helps them meet the state's proficiency levels as**

**measured by the New York State Regents examinations. To accomplish this goal, we will utilize off-site professional development from CUNY School Support Organization that helps staff plan rigorous and engaging lessons and accurately measure student learning and engage all incoming 9th grade students with a two-week bridge program before they enter the school.**

3. Instruction by highly qualified staff.

**The school actively recruits highly qualified staff and goes through a lengthy screening process that involves students and staff in the selection of any new staff. In addition, the school provides varying and on-going professional development for all teachers at the school.**

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.

**The school has on-going and varying levels of professional development for staff. Teachers receive on-site professional development from the principal, assistant principals, and experienced teachers in both small and large group settings.**

**The school staff receive off-site professional development from numerous sources including the CUNY School Support Network other professional development organizations and colleges/universities. This professional development is scaffolded based on the needs of the teacher but all staff receives professional development on Unit and lesson planning, classroom management, technology, formative and summative assessments and Interim assessments.**

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

**The school actively recruits highly qualified teachers from universities, colleges, teacher training programs (NYCTF and TFA), acquaintances of current teachers, and through open advertisements. All new hires must interview with the school administration, teachers, students, and when possible parents and the interviewers then collectively decide whether to hire the new teacher**

6. Strategies to increase parental involvement through means such as family literacy services.  
**The school is currently working to increase parental involvement. This year we will have a weekly newsletter, regular opportunities for the parents to meet with teachers at the school, and frequent phone calls through School Messenger.**
  
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.  
**Not Applicable**
  
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.  
**The teachers regularly assess the students using both formative and summative assessments. These include, do now's, quizzes, tests, projects, interim assessments, and other measures to determine students mastery of skills and then instruction is adjusted based on these results. Teachers are provided with regular professional development on assessments both for and of learning.**
  
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' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Once students' difficulties are identified using the assessments discussed above, teachers provide additional support in numerous ways.**

**A. Tutoring after school and at lunch**

**B. Peer tutoring**

**C. Time in advisory classes to develop study skills and to review material taught**

**D. After school programs during which time students are provided with additional supports in math and English**

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 guidance counselors, school administrators, and support staff work to coordinate all of the programs mentioned above. In addition, all of the programs mentioned above are used to support the success of our students.**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$335,317	Yes	4,5,8,9,10,11
Title I, Part A (ARRA)	Federal	Yes			\$147,845	Yes	4,5,8,9,10,11
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal				\$41,924	Yes	5
Tax Levy	Local				\$1,783,482	Yes	4,5,8,9,10,11