



ACORN COMMUNITY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K499 **SCHOOL NAME:** ACOR Community High School

SCHOOL ADDRESS: 561 Grand Avenue

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

SCHOOL CONTACT PERSON: Andrea L. Piper **EMAIL ADDRESS:** Apiper@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Furman

PRINCIPAL: Andrea L. Piper

UFT CHAPTER LEADER: Rose Robinson

PARENTS' ASSOCIATION PRESIDENT: Michelle Barker

STUDENT REPRESENTATIVE:
(Required for high schools) Kamel Chapman

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** CLSO

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Karen Watts

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
Andrea Piper	*Principal or Designee	
Rose Robinson	*UFT Chapter Chairperson or Designee	
Michelle Barker	*PA/PTA President or Designated Co-President	
Kaaria Mucherera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jaqueline Furman	DC 37 Representative, if applicable	
Kamel Chapman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ciji Scott	Member/Parent	
Kathleen Knight	Member/Parent	
Rosa Valle	Member/Parent	
Candace Douglas	Member/UFT	
Lutricia Black	Member/UFT	
Jean Little	Member/CSA	
	Member/	

* 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.

MISSION:

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

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

VISION:

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

GENERAL INFORMATION

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

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

ACHS PROGRAMS

The school houses 9 ninth grade classes (6 literacy blocks, 1 self-contained, 2 AVID), 8 tenth grade classes (5 Literacy, 1 self-contained and 2 AVID), 8 eleventh grade classes (2 AVID, 4 Literacy and 2 self-contained), and 6 twelfth grade classes (1 AVID and 5 Literacy). There is also 1 CTT class and 25 ELL students. The average class size is 30 students.

In the 2009-2010 school year, ACHS continues to use block scheduling and a rigorous academic course load to prepare students for the post-secondary institution.

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

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

ACORN Community High School continues to strive to provide an environment that is rigorous and reflective of high standards. Our goal is to provide everything possible to assure that we are “closing the achievement gap” – holding all stakeholders accountable for the learning process.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
School Name:	ACORN Community High School				
District:	13	DBN #:	499	School BEDS Code:	331300011499

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		80.9	78.8	79.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		100%	100%	100%		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74%	82%	88%		
Grade 8	0	0	0						
Grade 9	286	229	216	Students in Temporary Housing: Total Number					
Grade 10	204	192	166	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	188	194	145		6	11	12		
Grade 12	69	123	134						
Ungraded	N/A	N/A	N/A	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	749	740	661		5	4	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	39	46	34	Principal Suspensions	17	40	26		
No. in Collaborative Team Teaching (CTT) Classes	50	60	49	Superintendent Suspensions	12	23	24		
Number all others	17	10	2						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	1	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	24	25	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	2	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	50	50
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	17	17
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	25	12	80				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100.0	100.0	100.0
American Indian or Alaska Native	1.2	1.5	0.9	Percent more than two years teaching in this school	50.0	50.0	50.0
Black or African American	81.0	81.8	79.9	Percent more than five years teaching anywhere	29.2	32.7	33
Hispanic or Latino	15.2	14.3	12.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.5	2.1	Percent Masters Degree or higher	54.0	54.0	54.0
White	1.3	0.8	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	96.5	97.0
Multi-racial							
Male	48.1	52.4	54.7				
Female	51.9	47.6	45.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				x	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American				x	✓	✓	
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				x	✓	✓	
Student groups making AYP in each subject				0	3	3	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	65.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment (Comprises 15% of the Overall Score)	4.4	Quality Statement 2: Plan and Set Goals	WD
School Performance (Comprises 25% of the Overall Score)	14.6	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress (Comprises 60% of the Overall Score)	38.4	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit	8.0	Quality Statement 5: Monitor and Revise	WD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

1. Review And Analysis:

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

Currently achieving a "B" on our 2008-2009 Progress Report and a "Well-Developed" on our SQR analysis of the 2009-2010 School Report Card indicates that ACORN Community High School has maintained achievement in several important areas: Social Studies Regents Scores, Integrated Algebra Scores, Living Environment and Special Education.

While several improvements were noted we need to make continued improvement all subject area Regents exams and particularly in the ELA and Geometry Regents. One of the major barriers to our continued improvement has been our need to improve student attendance and teacher retention rates. Additionally, the number of cohort students sitting for all Regents exams must be increased and more students in our Special Education disaggregated subgroup need to sit for all Regents exams and RCT exams (where appropriate). Our Special Education and ELL students need to continue to be prepared for the type of rigor asked for on Regents exams. Lastly, our 2009 -2010 Learning Environment Survey reveals that we must improve the perception amongst our staff and students on the level of Safety and Respect here at ACORN Community High School. Our strengths are in closing the achievement gap and in student credit accumulation. Additionally, we received the highest rating on our 2009-2010 SQR.

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

Suspension/Incident Rates:

Suspension rates decreased during the 2009-2010 school year and there was a decrease in the number of violent incidents. In order to improve school tone, school rules are still strictly enforced and accurately reported in our new school data system. Teacher's can make direct referrals to Dean's and have letters sent home to parents by our office staff. Additionally, we have ramped-up our Alternative Learning Center (In-House Suspension) to include Guidance intervention and behavior modification plans. We will also have one individual specifically

responsible for manning the ALC. Throughout the year we will continue to conduct workshops on classroom management, improving instruction and expect this to impact on this year's statistics and next years.

The following initiatives the 2009-2010 school year to assist staff which resulted in a substantial decrease in suspensions.

- o After-school detention
- o After school mini-pd's on classroom management led by senior teachers and mentors
- o Increase the number of hall sweeps conducted by security and the deans, so students will not linger in the halls or cut classes.

Year	Number of Suspension Related Incidents
2009	42
2008	63
2007	67
2006	19

• Graduation Rates:

According to our 2009-2010 School Progress Report our graduation rate is 74%, which was a 9% increase over the previous year. While our graduation rate is higher than the City's graduation rate of 60.9%, we must continue to raise our graduation rate.

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

- o Continue funding for a full-time attendance teacher to stay on top of LTAs who often turn into dropouts.
- o Continue the individual goal setting with students on the classroom and guidance level. Including specific goal setting using SMART goals for students on the sub-strand level in all subject areas.
- o Assist students who are unsuccessful in our school to find another school that can better meet their specific needs.
- o Increase parent & student knowledge about graduation requirements & student progress.
- o Continue our strong AVID program in all grade levels to continue giving students the strong foundation they received this year and to prepare our students for success in college.
- o African American Male classes that incorporate learning strategies that support their learning styles.
- o PLATO on-line courses, AIS classes and independent study classes will be offered in all core subjects to help students meet graduation requirements.

• Student Attendance Rates:

A comparison of our 2008-09 and 2009-10 Progress Report shows a 1% in student attendance. Last year's overall attendance rate was 79.9% which places us in the 36.1% percentile in our Peer Horizon and in the 27% percentile for the City Horizon. We plan to improve our attendance by doing all of the following:

- Offering students with good or improved attendance incentives and awards.
- We have formed an Attendance Committee that meets monthly that investigates an action plan to address concerns regarding attendance on a school policy level and on an individual student level.
- We have formed an inquiry group in our Guidance Department that will work with a sample of students who are in need of improved attendance. This group will create interventions that will be reported to the Attendance Committee and school administration.
- Utilizing the phone master to let parents know when students have not attended school.
- Paying for a full-time attendance teacher.
- Dollars and Sense incentive program, where students earn ACORN gift cards to purchase items in the school store for improved and perfect attendance.
- Workshops for teachers and parents around attendance importance
- Quarterly review of Planning Interviews for LTA's

Year	Percent of Days Students Attended
2009	79.9
2008	78.8

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

According to our last available New York State School Report Card, issued on January 29th, 2010, our school continues to meet all of its NCLB/SED AYP targets for all sub-groups (Black or African American and Economically Disadvantaged). Our school is currently In Good Standing for the fourth consecutive year.

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

In the 2008-09 school year we had more Special Education students meeting the ELA and Math graduation requirements. In ELA and Math the results increased considerably from each of the two previous years. We will continue to use AIS on Saturday's for special education students Regent's Exam preparation. Lastly, we have most special education students seated in team teaching classes and have increased our CTT budget considerably over the past three consecutive school years.

Special Education Students' Graduation Requirements Data						
Year	Special Ed. Students	Regent's Pass Rates that Met Graduation Requirement				
		ELA	Math	Science	Global History	U.S. History
2009	11	46.2%	42.3%	50.0%	46.2%	61.5%
2008	10	34.5%	34.5%	27.6%	31.0%	27.6%
2007	3	59 %	48.0%	20.0 %	36.0 %	74.0%
2006	4	46 %	29.0%	73.0%	31.0%	45.0%

All Students Performance on RCTs								
Subjects	2005- 2006		2006-2007		2007-2008		2008-2009	
	Special Ed		Special Ed.		Special Ed.		Special Ed.	
	# Tested	Passed	# Tested	Passed	# Tested	Passed	# Tested	Passed
Math	3	-	16	56.0	1	-	37	-
Science	21	9.5	19	63.0	3	-	22	18
Reading	2	-	34	41.0	5	0.0	19	58
Writing	3	-	27	85.0	3	-	17	59
Global St.	7	28.6	11	0	1	-	12	8
U.S. Hist.	7	-	10	50.0	4	-	17	12
Total # of Exams Taken	46		44		117		124	

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

- **Teacher Experience and Qualifications:**

Our school struggles to maintain high teacher quality and retention. However the turnover rate has decreased from 28% in 2006-2007 to 19% in 2007-2008. Some teachers, who did not share the same mission and high expectations for our students, left over the last two years. Other new teachers were not successful in meeting the demands of an urban high school teaching career and thus chose to pursue other employment opportunities. Another reason for this is that we increased the number of teachers at our school over the past two years and nearly all of them were new to teaching.

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

Year	More Than 2 Years at ACHS
2009	50.0 %
2008	50.0 %
2007	42.9%
2007	46.3%
2006	43.2%

Year	More Than 5 Years Teaching Anywhere
2009	32.7%
2008	29.2%
2007	28.6%
2006	29.3 %
2005	43.2 %

Year	Teachers with Masters Degrees or Higher
2009	54.0%
2008	54.0%
2007	54.0%
2006	69.0 %
2005	69.0 %

B. 2009-2010 School Quality Review Findings:

What the school does well

- The school's goals are concise, focused, and well targeted with a clear vision of the school's future.
- School leaders and faculty expertly collect and interpret a wide range of data so that they confidently and efficiently identify school needs.
- Staff and administration work cooperatively and collaboratively in teams using data and a variety of assessments to set short-and long-term goals aligning professional development supportive of those goals.
- Well organized classrooms actively engage students and provide them with highly differentiated instruction.
- The administration skillfully uses budget and resources to strengthen school-wide goals and accelerate student progress.
- The school leaders effectively monitor and evaluate interim progress in all subject areas resulting in the periodic adjustment of school-wide goals and action plans.
- The school provides a standards-based, broad, varied curriculum, which it customized and aligned to school goals

What the school needs to improve

- Strengthen ways in which the school communicates its expectations to students and families so they know and can participate in the next learning steps
- Promote through current partnerships and activities the social-emotional and academic well-being of all students so they feel an integral part of the school community
- Refine and expand rubrics to assure school-wide consistency of evaluative practice, peer, and self-assessments so all are able to articulate and evaluate their progress toward learning goals.

What we will do to improve

- We have implemented the inquiry process throughout each academic department's professional learning communities. Teachers meet each week, by department, to share best practices and analyze student work and data to goal set and to improve instruction.
- We will continue to include the three inquiry teams. The inquiry teams will be using periodic assessment data, as well as, classroom portfolio assessment to drive instructional initiatives to improve student learning.
- We will use progress reports and quarterly parent-faculty meet and greets to inform students/parents of academic and socio-emotional progress. Progress reports will emphasize not only what students are doing well or poorly in but next steps for improvement.
- We will continue to enlist partnerships to support socio-emotional and academic enrichment, however we will use various methods to make it public to both the school community and parents, starting with a student calendar of activities and active student government.

We will also continue our school improvement in the following areas:

1. Professional Development:

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

2. Teaching and Learning:

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

3. Management and Decision Making:

- a. Improvement goals are clearly communicated, well understood, and prioritized by administration, faculty and families.
- b. Specific action plans are linked to improvement goals. These plans have attainable targets and measurable benchmarks.

- c. At the school level and pathway level all stakeholders (administrators, teachers, parents, students, and community representatives) are engaged in a formal, collaborative governance structure that effectively address school-wide issues related to: instruction, curriculum, climate, expectations.

4. Assessment:

- a. Assessment at each grade level, build upon skills and knowledge demonstrated by students in previous grade levels.
- b. Teachers use a variety of formal assessments (standardized tests) and informal assessments (teacher-created tests and quizzes, performance-based assessments, rubrics to measure writing and presentations, teacher observations) not that all students have multiple opportunities to demonstrate mastery and understanding.
- c. Artifacts show written, oral and visual student work that is rich in content area learning, as well as students' reflection on their learning.
- d. Portfolio assessment will continue to be used to showcase student knowledge and their reflection of work.

5. Family & Community:

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

1. Implications for the Instructional Program:

A. Need for Program Modification:

1. ELA Achievement Rates After Four Years of Instruction:

Continue the following:

- Subject-area professional development
- Common planning time for English teachers.

Modify/Implement the following:

- Create better procedures for notifying students that they are supposed to sit for the ELA exam
- 25% of the 10 graders will sit
- Provide PD for all 10th-11th grade teachers on instruction that will assist in increasing rigor in ELA, which will include PD on new ELA regent exam
- Create AIS classes for all 3rd and 4th year students who failed the ELA exam.
- Creation of Humanities Program to include literacy across the content areas.
- Purchase resources to support Special Education needs groups

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

Continue the following:

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

Modify/Implement the following:

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

- Prep classes during Saturday to prep for math regents exams. To begin in November and March of 2010-2011
- Professional Development to improve the instructional practices of teachers in geometry

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

Continue the following:

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

Modify/Implement the following:

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

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

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

- Improved instruction via professional development
- Hiring of more experienced and fully licensed teachers
- Improved number of special education and IEP students who sit for the RCT exams.
- Provide block programming in core areas for 9th and 10th grade students
- Boys Block (E3) created to provide extra assistance to young black males in math, science, social studies and ELA.
- CTE provided to give students another avenue to gain an advanced regents diploma and specialize in technology

C. Provision of Academic Intervention Services:

- Increase the number of AIS courses available to juniors and seniors in ELA who have not passed the ELA Regents exam.
- Continue using AIS funding for 9th grade literacy and numeracy classes.
- Continue to use AIS funding to cap literacy and numeracy classes at 26.
- Continue using AIS funding for 2nd – 4th year students struggling to meet the graduation requirements in Math.
- Continued day program.
- Develop Parent Academy that will provide math and literacy workshops for parents
- Increased rigor in core subject areas.

ENGLISH LANGUAGE ARTS

According to our School Progress report our Weighted Regents Pass Rate increased from a .97 in 2008-09 to a 1.03 in 2009-10. Relative to our Peer Horizon we are in the 62.2 percentile and to the City Horizon we are at the 60.2% percentile for English Regents pass rate. This is a slight (respectively) improvement over last year. However, as noted above, we must improve our Special Education instruction with respect to ELA. Additionally, ELA instruction for our Lowest Third must also improve.

Classroom/Teacher Observations, 2008-2010 School Years

Observations both formal and informal showed evidence of the following:

A. Curriculum/Pedagogy:

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

B. Seat Time:

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

C. Classroom Environments:

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

Implications for the Instructional Program:

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

Literacy

- NEW: Incorporate Portfolio Assessment to assist teachers and students in becoming more reflective in the approach to improving literacy skills.
- All Literacy teachers will have common meeting time each Friday for 90 minutes.
- The implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained special education classes.
- Assign a lead teacher to support professional development of ELA teachers in literacy
- Professional Development for 10th grade teachers on continuing elements of the 9th grade literacy program.
- Continuation of professional development on print-rich environments and the importance of posted routines and students work.
- Continuation of support for classroom libraries in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development.

Programming/Scheduling

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

Academic Intervention Services

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

Adequate Yearly Progress (AYP)

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

School-Wide Professional Development

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

ELA Department Professional Development

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

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

Regents Procedures

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

Special Education

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

English Language Learners

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

Data Driven Instruction/Professional Development

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

HIGH SCHOOL MATH REGENTS:

According to our School Progress report our Weighted Regents Pass Rate increased from a 1.68 in 2008-09 to a 2.06 in 2009-10. Relative to our Peer Horizon we are in the 109.9% percentile and to the City Horizon we are at the 106.0% percentile for Math Regents pass rate. This is a significant (respectively) improvement over last year. Even though we have had significant success on our Integrated Algebra exam, we are still struggling with increasing our pass rate for geometry. Below are our findings from classroom observations and an our instructional plan to continue the strong growth in our mathematics instruction.

Summary of Classroom/Teacher Observations, 2008-2010 School Years

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

A. Curriculum/Pedagogy

- The workshop model is used in all of the math classes, with varying levels of excellence.
- The Agenda is posted in every class during each period.
- Additional professional development on how to effectively use an agenda to gage instruction and adequately facilitate the math workshop will be provided.
- Aims and agenda are displayed in all classes, with varying degrees of organization and presentation.
- Technology is being infused into many of the math classes by use of the overhead and working on math lessons via Internet and math software. Including installation of Smartboards in all Math classrooms.
- Many math teachers have initiated math projects, which require that students utilize websites and library resources.
- Continued professional development on literacy strategies and writing techniques will be held in order to insure these strategies are being infused in all math classes.
- There is some evidence of the infusion of Accountable talk practices in several math classes; however professional development is needed to continue to train teachers on how to successfully implement it.
- Math teachers use a common meeting time for 90 minutes each Friday afternoon to discuss, develop ideas, plan curriculum, and reflect on ideas.
- Vocabulary word walls are evident in each classroom.

Implications for the Instructional Program:

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

Programming/Scheduling:

- Continuation of small class size for numeracy blocks.

Academic Intervention Services:

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

Annual Yearly Progress:

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

School-wide Professional Development:

- Continued Initiative: Professional Development for all math teachers on teaching in the block, where required.
- Professional development in the understanding and use of diverse instructional strategies to meet the needs of all learners.
- The infusion of technology as a resource for expanding instructional strategies in teaching mathematics. Technology teachers and lead math teacher to support the infusion of technology in math will provide professional development.
- On going professional development to assist teachers in infusion of strategies that assist in providing better Geometry instruction to meet the needs of our struggling students
- Math teachers will participate in common planning groups designed to improve instruction and enhance current school practices and procedures in order to increase achievement in mathematics school-wide.

Math Department Professional Development:

- Professional development in the components of the workshop model in all math classes including self-contained special education.
- All math teachers will become familiar with and use the reading and writing strategies to develop math concepts.
- Math classroom libraries will continue to be established in every classroom. A variety of class sets of manipulatives, activity books, and other math support books will be supplied. The lead teacher will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the workshop model and the use of manipulatives.
- Pacing calendars have been developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards. Curriculum maps will bridge real-world connections with math concepts.
- Teachers will develop curriculum letters that reflect the needs of each student and provide the opportunity for varied assessment and grading policies. These varied assessments will integrate into instruction (including both formal and informal assessments) to evaluate how students think and what they can do rather than what they cannot do. These letters are sent to parents to outline the course requirements and expectations.
- Teachers will continue to develop curriculum that meets the needs of the students, as well as the math standards and infuses the use of technology, smart boards and graphing calculators. Curriculum will also be written for elective course in math to enhance and extend the course choices students have to choose from. Infusion of Core Curriculum Standards into our written curriculum.
- Teachers will build a data bank of activities and math resources to support the infusion of hands on activities and problem solving techniques.

- Math teachers will collaborate to build a curriculum map, which infuses the communication skills of reading, representing, speaking, listening, and writing to help students develop a strong conceptual understanding of mathematics.
- Intensive professional development will be provided through weekly coach meetings, and a school-based professional development team: Principal, AP, Math teacher leaders and other essential participants who will demonstrate outstanding classroom practices to other teachers.

Regents Procedures:

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

Special Education:

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

HIGH SCHOOL SCIENCE REGENTS (Grade 9-12)

According to our School Progress report our Weighted Regents Pass Rate decreased from a 1.49 in 2008-09 to a 1.35 in 2009-10. Relative to our Peer Horizon we are in the 60.7% percentile and to the City Horizon we are at the 65.5% percentile for our Science Regents pass rate. This is a slight decrease over last year. This decrease is due to a large turn-over in staff in our Science Department over the past two years. Each of our current Science teachers has less than five years teaching experience anywhere.

Summary of Classroom/Teacher Observations, 2008-2010 School Years

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

A. Curriculum/Pedagogy:

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

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

- *Conceptual understanding*

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

Implications for the Instructional Program:

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

Programming/Scheduling:

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

Academic Intervention Services:

- Science teachers will do item analysis on their regents' exams to further assess student strengths and weaknesses.
- Teachers will build upon and revisit concepts, skills and knowledge previously addressed.
- After-school and Saturday school credit recovery through online PLATO classes and Regents Prep classes will be offered to struggling students.
- An Assistant Principal of Instruction will be dedicated to the Science Department to support instructional and professional development of the teaching staff.

Adequate Yearly Progress:

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

School-wide Professional Development:

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

Special Education:

- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations (SPED & ELL).

- Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusionary model and additional support for special needs students in the general education setting.
- Examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education, special education, and bilingual classes.

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.

After the review of several reports including, ARIS, the Scholarship Report, Regents exams and others, ACORN Community High School has determined that the following six school-wide goals will be their focus for the 2010- 2011 school year:

- **By June 2011, the number of students involved in conflicts will decrease by 5%, as measured by OORS.**
- **By June 2011, the student population will demonstrate a 2% increase in attendance as measured by ATS and ARIS.**
- **By June 2011, students will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring 65 or better on the NYS ELA regents' exam.**
- **By providing professional development for CTT teachers in order to increase effective collaborative planning, Special Education students will demonstrate a 2% increase in academic success (as evident by progress reports for special needs students) by June 2011.**
- **By June 2011 students in science will demonstrate a 50% increase in literacy skills as measured in the teacher generated exams and progress on the constructed response portion of the Living Environment and Chemistry Regents exams.**
- **By increasing the level of communication through various strategies, there will be a 5% increase in the school environmental survey by June 2011.**

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 (where relevant): School Tone

Annual Goal	<ul style="list-style-type: none"> • By June 2011, the number of students involved in conflicts will decrease by 5%, as measured by OORS.
Action Plan	<ul style="list-style-type: none"> • Peer Mediation Teams will continue to be implemented to facilitate mediation between students and create social skills that provide resolution. • Peer mediation teams will be made more public and a peer mediator will be assigned for each lunch period to facilitate availability for the process. • The peer mediation teams will then serve to mediate and share information around violence prevention and dispute resolution. • Student Council and Town Hall meetings will also be instituted to increase communication and allow for student issues to be raised and addressed. • Workshops will be provided through Safe Horizons and other agencies to improve student and parent socio-emotional well being. • ALC room will continue to be utilized to assist students in improving their behavior. Guidance counselors will continue to play a role in behavior modification. • Make rules of the school visible throughout the building so that students are continuously reminded of their roles and responsibilities. Five Rules will be established so that it is consistent throughout the building. • Use Skedula as a means to foster communication between administrators, teachers, parents and students information pertaining

	to student behavior, assignments, grades, attendance and overall progress.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Teachers and students will receive training • Parent/guardian workshops will be given to improve communication about student socio-emotional issues • \$13,000 for Skedula system • \$2,000 for training in classroom management
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none"> • Teams will be observed on a regular basis to ensure that the process and strategies are being done correctly. • Surveys will be conducted to assess whether students and staff feel the tone of the building is improving • Use the OORS system to monitor the number of incidents that have taken place by May 2011.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Attendance

<p>Annual Goal</p>	<ul style="list-style-type: none"> • By June 2011, the student population will demonstrate a 2% increase in attendance as measured by ATS and ARIS.
<p>Action Plan</p>	<ul style="list-style-type: none"> • Guidance counselors and the attendance teacher will continue to identify chronically absent students and make out-reach to the parents/guardian on a consistent basis. • Students with perfect or improved attendance will continue to receive certificates and shot-outs monthly. • Community Service Point System will be established where students can earn community service credit for having improved or perfect attendance. • Each semester an award ceremony will be given to honor both student and parents on perfect attendance and most improved attendance list. • Professional Development will be provided for teachers to assist them with accurately taking/keeping good attendance records. • Parents/guardians will also be provided with workshops to make available information and resources to improve their child’s attendance. • Provide substitutes with copies of attendance sheets so they can assist teachers in keeping accurate records. • Quarterly review of LTA’s to assess who potentially needs a Planning Interview and/or who could be placed at an alternative site that better fits their needs. • Create a student advisory during 9th period to assist students who have chronic attendance problems. • Enlist the help/service of the Attendance Improvement Dropout Program – AIDP • Continue the use of Phonemaster and incorporate the use of Skedula to communicate student absence.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> • DOE approved incentives will be ordered to support and motivate students to remain or be added to the perfect and improved attendance lists. <ul style="list-style-type: none"> ○ Luncheons & Breakfasts = \$1,200 ○ Give-away Incentives = \$3,800 • Per-session hours for parent/guardian out-reach and Attendance Improvement Program Coordinator – \$4,800

Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none">• Attendance will increase from currently 81% to 83% by June 2011.
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SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA Achievement

<p align="center">Annual Goal</p>	<ul style="list-style-type: none"> • By June 2011, students will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring 65 or better on the NYS ELA regents' exam.
<p>Action Plan</p>	<ul style="list-style-type: none"> • Create Portfolio Assessment for the entire English Department. • Students will create cover letters for their portfolios in the form of “critical lens” essays, drawing on all units covered throughout the year as evidence. • The “critical lens” for each grade’s portfolios will become increasingly more rigorous. • English curricula will be aligned with Social Studies curricula so that literature and historical content area support each other. • In 2011-2012, students will present one united humanities portfolio in which their cover letter answers a unified humanities grade level essential question, drawing on both historical content and literature as evidence.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> • English Department has a budget of \$10,000. • New literature will be ordered to support newly written English curricula – (20%) • 30 Per-session hours for English teachers to write new curricula – (20%) • Professional development will be given to teachers on how to do portfolio assessment – (60%)
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Participation in Roundtable Day will increase by 10% • ELA Regents results will increase by 3%

SECTION VI: ACTION PLAN

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

Annual Goal	<ul style="list-style-type: none"> • By providing professional development for CTT teachers in order to increase effective collaborative planning, Special Education students will demonstrate a 2% increase in academic success (as evident by progress reports for special needs students) by June 2011.
Action Plan	<ul style="list-style-type: none"> • Regular and Special education teachers will meet once a month after school to analyze IEPs. • All teachers will meet during weekly department meetings to make changes to curriculum to support all learners. • Monthly study group around strategies that can be use for differentiated learning. • Special Education teachers will continue to receive professional development in instruction in order to better assist student learning.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Teachers will participate in workshops given by the CLSO on co-teaching and differentiated learning. • Teachers will participate in outside visitations. • Materials (RCT and Regents materials) will be ordered to support students in self-contained classes and CTT classes - \$2,000. • Professional Development will also be provided from VESC - \$2,000.
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none"> • Report card grades will improve by 2% in all subject areas.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Science

<p>Annual Goal</p>	<ul style="list-style-type: none"> • By June 2011 students in science will demonstrate a 50% increase in literacy skills as measured in the teacher generated exams and progress on the constructed response portion of the Living Environment and Chemistry Regents exams.
<p>Action Plan</p>	<ul style="list-style-type: none"> • Conduct Saturday Regents prep classes and one-on-one tutoring for students. • Teachers infuse literacy strategies in lessons and they conduct item analysis of all summative and formative assessments. • Provide professional development in order to strengthen teacher skills in providing strategies that promote improving literacy skills. • Provide non-regents physics class to support the connection of math and science which will serve to improve student quantitative problem solving and reasoning/critical thinking skills. • Incorporating the use of portfolios to increase student reflection and strengthen the departmental assessment process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> • Science Department has a \$10,000 budget. The money will be spent in the following matter <ul style="list-style-type: none"> ○ - Teacher Professional Development (60%) ○ - Laboratory Materials (30%) ○ - Technology (10%)
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Use of student surveys to revise curriculum for Research Course • Portfolio Assessment • Regents Exams • Lab report write-ups for the year • Full Period exams • Mock Regents to assess students' ability to answer constructed response questions

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Communication and Teacher Retention

Annual Goal	<ul style="list-style-type: none"> • By increasing the level of communication through various strategies, there will be a 5% increase in the school environmental survey by June 2011.
Action Plan	<ul style="list-style-type: none"> • Continue to offer ARIS PD for teachers and workshops for parents on how to navigate ARIS • Develop a Student Council that allows for students to bring their concerns to the administrative body to be shared with the rest of the school community. • On-going communication between ACHS and the parents and students via emails, newsletters, notes, phone conversations, phone messaging system and web pages. • Purchase and use Skedula system, which will in turn provide all stakeholders with academic, attendance and behavioral concerns/successes. • Provide Professional development to the staff and workshops to parents on how to use the Skedula system. •
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • .5% of the budget will be set aside to purchase the Skedula system • 1% of the budget will be used to provide professional development and workshops for staff, students and parents on how to use Skedula.
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none"> • 5% or more increase on the School Environmental Survey, especially in the area of communication. • 100% of teachers and administrators will use Skedula to communicate academic and socio-emotional concerns. • 50% of the parents, students and staff will agree that communication has increased in the school.

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	96	52	0	0	50	0	50	0
10	155	155	60	0	57	0	50	0
11	120	120	30	60	95	0	50	0
12	55	70	70	35	85	0	50	0

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>Mathematics/Math Lab:</p>	<p>In this program, students are offered individualized tutoring and Regents based instruction in order to prepare students for the Integrated Algebra, Math A, Geometry, or Math B Regents. Students who have previously failed these tests and students who have been recommended by their subject teacher are pulled out of their Physical Education class 1 day per week. Additionally, students are encouraged to come to the Math Lab during their lunch period. The Math Lab will be open Monday – Friday, Periods 4 – 7.</p>
<p>Science:</p>	<p>Ninth Grade students are given a Research Science Class to establish a foundation in the skills necessary to apply math, writing, analytical and inquiry skills associated to Science. Ninth grade students are currently offered 2 periods every day.</p>
<p>Saturday School</p>	<p>Students are offered tutoring in the Following Areas: Global Studies, US History and Government, ELA, Math A, Integrated Algebra, Earth Science, Chemistry and Living Environment. Saturday School operates for approximately 12 weeks before the administration of the Regents exam in both January and June. We currently offer 3 periods per Saturday. Each class is 60 minutes. Period 1 is from 9:00 -9:55, Period 2 is 10:00 – 10:55, Period 3 is 11:00 – 11:55.</p>
<p>Extended Day/ Independent Study</p>	<p>Classes are held in the following subject areas to provide students designated as Promotion in Doubt with the opportunity to accumulate make up credits: Physical Education, Math A, English, Global Studies, US History and Computer Technology. Independent study assignments are also offered to students in designated subject areas to accumulate credits. Students are given long-term projects or coursework and assigned a teacher to check-in with once a week over a 12 week period.</p>
<p>9th Period Tutoring Services</p>	<p>Students who have failed to meet identified standards (level 3 or higher on 8th grade Math/English test, failure to pass required Regents exam or not promoted due to low credit accumulation) are identified and programmed for additional tutoring support during 9th period. This program operates Monday through Thursday. This a period nine has been added to the regular day schedule.</p>
<p>Social Studies</p>	<p>We offer US History and Global Studies prep classes for students that have failed to meet Promotional standards by achieving a passing grade on the Regents exam. This class meets 5 days per week. This class is not for credit and is a supplement to the student’s history class for the term.</p>

9th Grade Extended Block Classes	9 th grade students who failed to score performance levels 3 or 4 on their 8 th grade assessments are scheduled for extended periods of English and Algebra each day. Additionally, each of these blocks has a reduced class size of approximately 25 students.
Read 180	Students who have failed to meet standards and/or have been identified by their classroom teachers are identified and programmed for a 1 period English Elective which utilizes the Read 180 software developed by Scholastic
Girls Leadership Academy	Young ladies who have been identified as at-risk are invited to participate in this series of workshops, which consists of the following topics: Time management, conflict resolution, active listening and effective communication, etiquette, nutrition and health awareness, cosmetology, etc...
E3 Program	A cohort of 25 potentially at risk 10 th graders are identified and programmed into a special all boys block and provided with a specialized program that includes: Math, Math Elective, English, Social Studies.
CREST	Professional development and specialized programs provided to enrich instruction for the young African American Male.
At-risk Services Provided by the Guidance Counselor:	Students will be engaged in small counseling groups' after-school which will focus on topics such as how to study, time management, goal setting, and note taking. Students will understand and assess their academic progress by learning how to read their transcripts and monitoring their credit accumulation. Students will understand the NYS promotional requirements. Students will create career portfolios, which will enable them to discuss future career goals and how to attain their career goals. Students' attendance will be monitored on a daily basis. Parent conference will be scheduled for students with chronic absences. The guidance counselor will work closely with the attendance teacher to encourage the student to come to school and when necessary seek alternative placement to help the child meet success.
At-risk Services Provided by the School Psychologist:	The School Psychologist teams with administrators, teachers and guidance counselors to ensure that the Special Education students in the school are properly evaluated – which in turn promotes a skill focused, healthy and supportive environment.
At-risk Services Provided by the Social Worker:	As part of a grant from New York State Health Department, Social workers from the Safe Harbor organization provide group and individual counseling services to students during lunch periods.

At-risk Health-related Services:

ACORN at-risk health related services include documenting immunization status, eye examinations, providing nursing care for acute illnesses and injury, assisting the doctor with screening examinations and providing condoms.

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

NCLB/SED requirement for all schools

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

I. Language Allocation Policy Team Composition			
8 ACORN Community High School			
Region	School		
Andrea Piper	Ms. Michelle Barker	Ms. Maxine Lovell	Ms. Jean Little
Principal	Parent	Parent Coordinator	APO
Mr. Honoroff	Ms. Watkins	Ms. Duffield	Mr. McElligott
API - Humanities	Lead English Teacher	Special Education Teacher	English Teacher
Ms. Z. Brown	Mr. Cordaro	Ms. Hill	Ms. Beckman
English Teacher	ESL Teacher	Guidance Counselor	Guidance Counselor

ACORN Community High School was founded in 1996 as a partnership between the New York City Board of education and A.C.O.R.N. (The Association of Community Organizations for Reform Now). ACORN Community High School (ACHS) was established to provide a small, safe, personalized, and challenging alternative to the zoned high schools. ACHS is centrally located between Crown Heights, Bedford Stuyvesant, and the Fort Greene Brooklyn neighborhoods. ACHS is a 9th – 12th grade school serving a population of approximately 754 students from culturally diverse backgrounds. The school enjoys a strong relationship with these communities and strives to maintain the original vision of its foundation.

ACADEMIES AND PROGRAMS

The school houses nine ninth grade classes, two English/AVID classes and 4 double blocked literacy classes, six 10th grade classes, two English/AVID classes, six 11th grade classes, two AVID classes, two AVID classes, four classes, one AVID class, three classes, one AP English class, and 24 English Language Learners (ELL’s). The average class size is 28 students in grades 9 – 12.

Disaggregated Data: The surrounding areas include families in widely diverse economic circumstances; however, the majority is in the lower economic strata. That is mirrored by the 80% of the ACHS students who, as of October 2009, were eligible for the federal free lunch program. The school serves 754 students in grades 9 through 12. Of that population, 80% are African-American, 13% Hispanic, 2% other, and 3.2% ELLs.

A break down of the number of ELLs as of October 2010 by grade is as follows:

NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP				
	9	10	11	12
Spanish	5	4	1	2
Bengali	1	-	-	1
Sinhalese	-	1	-	-
Haitian Creole	-	1	-	1
French	2	1	1	1
Fulani	-	2	-	-
Urdu	1	-	-	-

The result of the parent survey conduct at ACHS has shown that parents are requesting an English as a Second Language program for their children. The ESL program at ACHS will be conducted solely in English. To develop an ESL program that meets the needs of our ELL students, we analyzed the data from the 2010 NYSESLAT exam and the 2009-2010 RCTs and Regents.

ACORN Levels of English Proficiency Across Grades – October 2010 TBD

Assessment Analysis				
Analysis of LAB-R/or NYSESLAT results for the school (use the ATS Roster exam report for your school for this information).				
	9	10	11	12
Number of those scoring at the Beginners (B) level:	-	1	-	-
Number of those scoring at the Intermediate (I) level:	6	5	1	2
Number of those scoring at the Advanced (A) level:	3	3	1	3

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

Our ELLs will be programmed for ESL classes based on English proficiency levels as determined by their NYSESLAT scores. For example, students considered intermediate according to NYSESLAT scores will be programmed for two periods of ESL instruction. Students classified as advanced according to NYSESLAT scores will be programmed for one period of ESL instruction and one period of ELA instruction.

Our ELL liaison will provide instructional service for our ESL students through professional development. Advanced (1 period) and Intermediate (2 periods) ESL students are all programmed into an ESL/ELA Humanities block. This ESL/ELA Humanities block incorporates the ESL curriculum and teaching techniques learned from Regional meetings. Intermediate and Beginning ESL students also receive a block of ELL with our ESL teacher. Beginning ELL students are programmed in 12 periods in ESL. Finally, additional support for our ELL students is available during the Saturday School Program.

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

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

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

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2009-10: 24

I. Instructional Program for ELLs:

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

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

II. Parent/community:

- Parents are invited to the school for information regarding the following:
 - new policies regarding their child's ELL status
 - the after-school programs
 - graduation requirements
 - Regents
- Parents are informed about any workshops given by the Board of Education
- Parents are invited to all activities in the school.
- Skedula will allow parents to obtain academic, behavioral and upcoming events.

III. Project Jump Start:

- Students are given extra assistance during Saturday school.

IV. Staff Development:

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

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: 499 District 13

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

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1		1			1

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

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

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

Part D: CR Part 154 – Sample Student Schedules

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: **13** School Building: **499**

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

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: 13

School Building: 499

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:03	Algebra Prep Rm. 509	Algebra Prep Rm. 509	Algebra Prep Rm. 509	Algebra Prep Rm. 509	Algebra Prep Rm. 509
2	From: 9:05 To: 9:48	US History Prep Rm. 329	US History Prep Rm. 329	US History Prep Rm. 329	US History Prep Rm. 329	US History Prep Rm. 329
3	From: 9:50 To: 10:33	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527
4	From: 10:35 To: 11:18	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	From: 11:20 To: 12:03	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325
6	From: 12:05 To: 12:48	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325	Global Studies Rm. 325
7	From: 12:50 To: 1:33	Environment Living Rm. 321	US History Prep Rm. 329			
8	From: 1:35 To: 2:18	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527
9	From: 2:20 To: 3:03	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527	ESL Rm. 527

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___X___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___X___ Advanced

School District: **13** School Building: **499**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:03	Global Studies Rm. 325				
2	From: 9:05 To: 9:48	Global Studies Rm. 325				
3	From: 9:50 To: 10:33	English V Rm. 323				
4	From: 10:35 To: 11:18	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	From: 11:20 To: 12:03	Gym Rm. 225				
6	From: 12:05 To: 12:48	Living Environment Rm. 321				
7	From: 12:50 To: 1:33	Health Science Rm. 303				
8	From: 1:35 To: 2:18	ESL Rm. 527				
9	From: 2:20 To: 3:03					
10	From: 3:10 To: 3:55 From: 4:00 To: 4:45					

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.

ACORN Does not qualify for Title III Funds

- 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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - Our plan will allow us to provide assistance to the families who speak Spanish. If we determine that students and their families need assistance in another language, we will seek the assistance of the Translation and Interpretation Unit of the DOE.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School-wide 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:	783,577.00	10,375	794,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,835.77	103.75	7940.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,178.85	*	
4. Enter the anticipated 10% set-aside for Professional Development:	78,357.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%
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.
 - In order to insure that ACORN Community High School has 100% High-Quality Teachers for the next academic school year we will be implementing the following:
 - Committee to recruit HQT teachers in vacancies that may arise
 - Provide Professional development for teachers who do not meet the criteria
 - Provide allowed funding to teachers who are in the process meeting State Certification goals
 - Provide a Teacher-Mentoring and New Teacher program to assist teachers in High-Quality Professional Development

* 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.

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

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

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

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

***重要提示* -- 如果您不能閱讀所附文件，請讓他人為您翻譯講解。**

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

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

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

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

School Parent Compact

School Responsibilities

School *ACORN Community High School* will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Small classroom settings
 - Provide professional development for teachers that will enable them to provide instruction that enables our students to be life long learners through the implementation of a rigorous academic program driven by appropriate curriculum that will allow our students to meet the needs of the 21st century
 - Providing our at risk students with Academic Intervention Services as well as counseling and other related services, both during and after school by exposing our students to a multitude of resources found in New York City through College Now.
 - Internships for technology students
 - Advance Placement classes
 - Critical thinking classes
 - Block scheduling
 - Grade Level Teams
 - AVID
 - PLC's

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent Teacher Conferences October 2010 and March 2011
 - Parent Grade Meetings September 2010 and February 2011
 - Meet –N- Greets September 2010/January 2011
 - Freshman Orientation June/August

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parent Teacher Conferences October, 2010 and March 2011
 - Parent Grade Meeting September 2010 and February 2011

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents will receive progress reports mid marking period.
 - Report cards will be distributed at the end of each marking period. There are three marking periods per semester.
 - Parents can contact teachers via e-mail, phone or by scheduling an appointment.
 - Parents meet with grade level teams.

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

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

Parent Responsibilities

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

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

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

⇒ volunteering in my child's classroom;

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

⇒ participating in school activities on a regular basis;

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

⇒ reading together with my child every day;

⇒ providing my child with a library card;

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

⇒ respecting the cultural differences of others;

⇒ helping my child accept consequences for negative behavior;

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

⇒ supporting the school's discipline policy;

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

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

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

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.

Title I Parent Involvement Policy

1. The ACORN Community High School will take actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section I 1 12 – Local Educational Agency Plans of the ESEA:
 - Notify parents of Regional parent meetings
 - Present information regarding DPIP to parents at PA meetings

2. ACORN Community High School will take the following actions to involve parents in the process of school and improvement under Section 1 16 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Parent participation in School Leadership Team and Pathways to Leadership Team. We will involve members from each of the school’s constituencies to be part of the decision making body.
 - SQR review
3. ACORN Community High School will coordinate and integrate parental involvement strategies in Title 1, PART A with
 - Parent Workshops
 - Extended Day Program
 - Intervention Programs
 - Parent Volunteers
4. ACORN Community High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents 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 PIP:
 - ACHS will conduct yearly parent surveys in September of each academic year
 - The parent coordinator will be responsible for the development and implementation of the parent survey
 - Parents will review with the parent coordinator the results of the survey and assist in developing a plan of action to accommodate parents in order to increase parent involvement at ACHS.
5. ACORN Community High School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in
 - i. The State’s academic content standards;
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title 1, Part A;
 - v. How to monitor their child’s progress; and
 - vi. How to work with educators.

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.

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.

A comprehensive school needs assessment was conducted immediately following the end of the Fall 2004 semester. The school cabinet (consisting of the principal, the assistant principals of organization/guidance, the assistant principal of math and science, a guidance counselor, the UFT chapter chair, the program chair/social studies teacher, the School Leadership Team facilitator/chemistry teacher, the literacy coach, the parent coordinator, and two student government officers: met and examined the following data:

1. Disaggregated Data 2009-2010
2. Scholarship Reports: 2004 through June 2010
3. School Report Cards: 2004-2009 school years (this is the most recent one.)
4. Regents Data: 2004 through 2010
5. Student Daily Attendance Records: By month and cumulative for 3 year period
6. Teacher Attendance Records: 2004-2010
7. Parents Needs and School Tone Surveys

The most significant data is presented in the Needs Assessment Review and Analysis Section pages ten through fourteen (11-24).

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

Students:

1. Improved performance on state assessments in ELA and Math by 2% each year.
2. Improved performance on state assessments by SPED and ELL students by 2% each year.
3. Improved graduation rates by 2% each year.
4. Decrease in the number of suspensions by 2%.
5. Monthly student calendar to increase school community awareness.

Teachers:

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

Parents:

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

As a result of the findings of the comprehensive needs assessment, ACHS' Comprehensive Educational Plan for 2009/2010 will reflect a concerted effort and specific plans to address the low academic achievement of students in the areas of ELA and math with an emphasis on focus interventions for the special education students. Current strategies for improving instruction and student performance in ELA include the implementation of a balanced literacy approach which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literacy circles, writer's workshop, interactive read aloud, word study, teacher/student reading and writing conferences. This approach will be continued through the school year and will be implemented during a 90-minute literacy block for grade 9. In addition, in grade 10-11 90 minute blocks will be established to further meet the needs of our students in all sub-areas. This year we will continue to use the writing center to further address reading and writing skills. Classroom libraries, small class sizes, academic support personnel and the assignment of a full time literacy coach will continue to further support literacy instruction through all grades. We will also institute a humanities program that will conduct planning across the ELA and Social Studies curricula.

Currently all grades are using the mandated mathematics curriculum for math instruction in the school. In grade 9 a 90-minute math block has been established and teachers are provided with professional development in the use of math manipulative and the workshop model as it applies to mathematics. In grades 10 through 12 AIS classes have been established to meet the needs of students that have not met standards in mathematics as well as block 90 minute math classes. In 2009/2010 these practices will continue as well as the support of a lead math teacher who will support the effective implementation of the math program through focused on site staff development. Our Main focus for this year will be to provide teachers with professional development around geometry and instruction that will assist the ELL and SPED populations. In addition, we will continue to implement the math lab to assist our failing and struggling students.

The focus of science at ACHS is to offer all students ways to develop critical thinking skills and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientist methods of investigation through a hands-on workshop inquiry based approach that incorporates all elements of the scientific problem solving process. The science program at ACHS is aligned with state and city standards in the area of science. The Regents curriculum in the following core areas is taught at ACHS: Physics, AP Psychology, Living Environment, Chemistry and Research Science. This year we will be implementing a non-regents physics class to give students an opportunity to be exposed to physics content. Last year we implemented a Science Research class that will served to help establish a foundation for our ninth grade students in inquiry and investigation. ACHS enjoys a close collaboration with the Museum of Natural History.

ACHS will continue to follow the NYS curriculum for Global Studies and American History. In addition, for the 2009-2010 school year, we have developed a social studies block program whereby Participation in Government /Economics will be taught in 9th grade, 10th US History and Global in 11th grade and AP History in the 12th grade the focus of the social studies department will be to assist in the integration of literature. A lead social studies teacher will assist the social studies department in developing curriculum maps that integrate the resources in our community into the social studies curriculum. Every student, including special education students and ELL students, continues to be involved in a round-table portfolio assessment. Portfolio assessment serves to promote student self-evaluation, reflection, and critical thinking. Teachers have the opportunity to measure performance based on genuine samples of student work. It Portfolio assessment also enable teachers and students to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals. The portfolio assessment process has served to also increase regents' scores in both Global and US History due to better retention and increased critical thinking skills.

In addition teachers will be provided with appropriate school-wide professional development to adequately meet the effective AMO for all students and subgroups. PD's will address teaching in the longer block, differentiated instruction, developing and addressing standards, technology infusion and portfolio assessment. Teachers will have various professional development opportunities, which include national, district-wide, and school-wide workshops, school visitations, inter-visitations, lunch-and-learns and study groups. For a more intensive breakdown of specific action plans on academic intervention strategies and professional development please see pages fourteen through twenty-six (14-24) of Section IV – Needs Assessment.

Technology is infused across curriculum through the use of in class computers, 3 mobile lap top labs, and 1 computer lab and mobile science lab cart. Smart-boards have also been installed in all the classrooms to prompt the increased use of technology in the classrooms. Students will have multiple opportunities to use technology to demonstrate and support their learning. ACHS currently has a technology and new media academy. This academy is a three-year academy starting in the student's sophomore year. Ninth graders must apply to the academy in the spring of their freshman year. Sixty-eight seats become available every year. The academy consists of MOS classes in the tenth grade with MOS certification at the end of the sophomore year, in the eleventh grade students must take E-Commerce and an internship in the area of technology, in the twelfth grade students must take Web Design and a post secondary class as well as an exit assessment exam. Students in the Technology Academy (CTE) will receive a CTE Regents endorsed diploma after successfully completing three years in the academy.

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

In our increased attempts to ensure parent/guardian participation, we will provide parent workshops that offer training to parents on Title I program procedures and requirements, parents' rights and responsibilities under the program. Workshops related to various student issues (ie. Respect, How to Communicate with Your Teen, etc.) will be conducted to keep parents updated and informed about teenage behavior. We will also provide workshops on parenting skills and homework assistance techniques. The parent-coordinator will continue

to serve as a liaison to recruit parents to participate in workshops and activities. A parent survey to determine what new training opportunities would be most useful to parents will also continue to be conducted.

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” ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	658,204.68				Yes	
Title I, Part A (ARRA)	Federal	10,272.00				Yes	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

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.

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.

IDEA	Federal	13,535.00				Yes	
Tax Levy	Local	3,265,579.00				Yes	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Does not apply to ACORN CHS

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - We currently have 14 students in Temporary Housing according to ATS
2. Please describe the services you are planning to provide to the STH population.

STH Action Plan

- All students who fall under the STH criteria, entering Freshman, new admits and students changing addresses will receive a Residency Questionnaire and an Enrollment Form that asks about the student's housing status.
- The Parent Coordinator or guidance counselor should assist the student or family in filling out the form.
- Analyze the facts. Does the student's living arrangements fit into one of the defining categories of the law – as defined above
- Families should be made aware of benefits of eligibility (provisions of services)
- Provide awareness workshops for school staff to ensure the students are provided with the proper services
- Provide parental involvement programs that make a special effort to reach out to parents in homeless situations.

Academic and Social Emotional Support

- Students will be supported through collaborations with Safe Harbor and other outside agencies and given creative programs to award credits, such as partial or pro-rated credit systems, supplemental assignments, independent study and credit recovery classes.

- Guidance counselors will work closely with students and parents, housing services, mental health providers to assist students with maintaining or achieving success.
 - Specifically the process will involve guidance counselors creating IEP's for students that have identified in their cohort as STH
 - The IEP should establish goals for the student in attendance and academics
 - Support and resources that the student has been provided with
 - Daily check-ins with the student – 2 to 3 minute conversation about their day and progress
 - Weekly conversation with student about how their week went and what other support they may need
 - If the students share a lunch period, possibly getting student lunch and have a group session

Title I Funds

Students who are eligible can be/will be provided with the following items under Title I funds:

- School supplies – pens, pencils, notebooks, book bags, etc.
- Clothing or uniforms
- Tutorial Services/Counseling Services
- Research-based programs that have been successful in supporting highly mobile students
- Before, After or Summer School Programs

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	ACORN Community High School					
District:	13	DBN:	13K499	School		331300011499

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0		80.9	78.8	79.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		96.3	95.8	94.2
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	229	248	260		84.9	88.0	89.3
Grade 10	192	155	248				
Grade 11	194	168	108	Students in Temporary Housing - Total Number:			
Grade 12	123	124	128	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	1	1		5	36	24
Total	740	696	745	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	46	39	46	Principal Suspensions	50	40	26
# in Collaborative Team Teaching (CTT) Classes	60	52	63	Superintendent Suspensions	26	23	24
Number all others	10	29	27				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	104	113
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	0	0	TBD	Number of Teachers	46	50	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	15	13
# receiving ESL services only	24	24	TBD				
# ELLs with IEPs	2	5	TBD	Number of Educational Paraprofessionals	1	1	3

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
	25	12	92	% fully licensed & permanently assigned to this school	100.0	100.0	90.9
				% more than 2 years teaching in this school	50.0	50.0	68.8
				% more than 5 years teaching anywhere	29.2	32.7	35.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	54.0	54.0	77.1
American Indian or Alaska Native	1.5	1.3	0.8	% core classes taught by "highly qualified" teachers	98.9	96.5	86.1
Black or African American	81.8	81.5	83.6				
Hispanic or Latino	14.3	14.5	12.8				
Asian or Native Hawaiian/Other Pacific	1.5	1.1	1.1				
White	0.8	1.0	0.9				
Male	52.4	52.3	55.3				
Female	47.6	47.7	44.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good		v	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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:	-	Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	v	v	v	70
Ethnicity							

American Indian or Alaska Native					-	-	
Black or African American	-	-	-	v	v		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	v	v		
Student groups making	0	0	0	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	WD
Overall Score:	71.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	5.9	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	17.3	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress: <i>(Comprises 60% of the</i>	47	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	1.5	Quality Statement 5: Monitor and Revise	WD

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 13	School ACORN Community High School
Principal Andrea Piper	Assistant Principal Jean P. Little
Coach N/A	Coach N/A
Teacher/Subject Area Ms. Watkins/English	Guidance Counselor English
Teacher/Subject Area Mr. McElligott/English	Parent Ms. Baker
Teacher/Subject Area Mr. Williams/Math	Parent Coordinator Ms. Lovell
Related Service Provider type here	SAF type here
Network Leader type here	Other Mr. Cordaro/ESL Teacher

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	754	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	3.45%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.

- 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.)
- 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.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	9	10	2	5	26
Push-In	0	0	0	0	0
Total	9	10	2	5	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	6
SIFE	9	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	12

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	0	10	8	2	12	2	4	26
Total	4	0	0	10	8	2	12	2	4	26

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	0	0	0	0

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

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	5	4	1	2	12
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	1	0	0	1	2
Urdu	1	0	0	0	1
Arabic	0	0	0	0	0
Haitian Creole	1	1	0	1	3
French	2	1	1	1	5
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0

Other	0	3	0	0	3
TOTAL	10	9	2	5	26

Programming and Scheduling Information

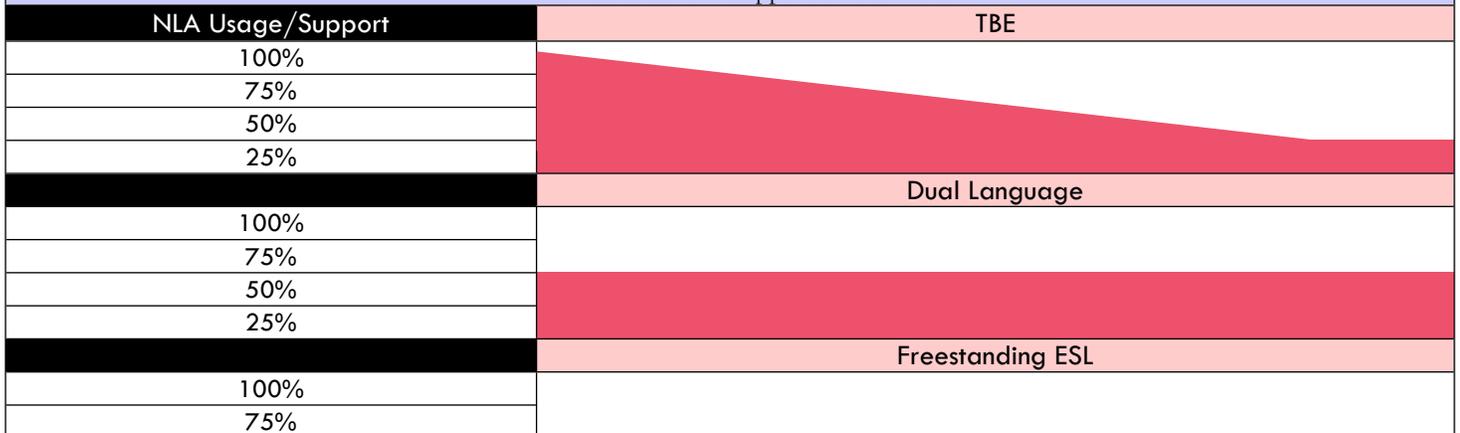
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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).

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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
FOR TBE /DL PROGRAMS			
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.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	0	1	0	0	1
Intermediate(I)	7	5	1	2	15
Advanced (A)	3	3	1	3	10

Total	10	9	2	5	26
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	2	1	1	0
	A	3	3	0	1
	P	4	4	1	4
READING/WRITING	B	0	1	0	0
	I	6	5	1	2
	A	3	2	1	3
	P	0	0	0	0

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	0	0
Math A	14	0	4	0
Math B	0	0	0	0
Sequential Mathematics I	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	1	0	0	0
Earth Science	2	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	5	0	4	0
US History and Government	8	0	6	0
Foreign Language	3	0	3	0
NYSAA ELA	0	0	0	0

NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. 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?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Little	Assistant Principal		
Ms. Lovell	Parent Coordinator		
Mr. Cordaro	ESL Teacher		
Ms. Baker	Parent		
Ms. Watkins/English Lead Teacher	Teacher/Subject Area		
Ms. McElligott/English	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Beckman	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Mr. Williams/Math Lead Teacher	Other		
Ms. Hill/Guidance Counselor	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

Part II: ELL Identification Process

Steps for Identification:

- a. At enrollment, a Home Language Identification Survey (HLIS) is given to parents to determine what language the child speaks at home. This process also includes an informal interview with the parents. The qualified ESL teacher and/or the Assistant Principal conducts the interview. The process is completed within the first 10 days of admission.
- b. Home Language Identification Surveys are checked to see if the student is eligible for the LABR exam.
- c. Once the Home Language Identification Survey is reviewed and a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R). If the student scores below proficiency on the LAB-R, the student becomes eligible for ELL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Parents are notified of their child's eligibility.
- d. Parents are given the opportunity to attend a workshop that explains the three program choices. The parent coordinator makes phone calls and sends by mail and student, a flyer indicating the workshop that is available.
- e. All required letters are sent home (one copy for the parent and one for the school, regarding entitlement letters) to the parents by mail and by hand to the students. If the student does not return the letter the parent coordinator will reach out to the parent in order to retrieve the letter.
- f. The majority of our students entered the school as being part of the ESL program from their previous school. The few students who are new admits, the parents request the ESL program. The past two years, we had one student that tested below proficiency on the LAB and the parent opted for the ESL program. Our building offers what the parents are looking for when choosing a program.
- g. The results are analyzed by the LAP team and suggestions are made as to what strategies we can use to assist all students in their weak areas. We share this data with the whole staff so they are able to implement the data into their daily instruction. This information translates into assisting students with all subject areas by giving teachers strategies on how to assist students based on the NYSESLAT results.
- h. The ESL teacher also works on the weak areas of the students, in our school it is the Reading/Writing section.
- i. Our ELLs will be programmed for ESL classes based on English proficiency levels as determined by their NYSESLST scores. For example, students considered intermediate according to NYSESLAT scores will be programmed for two periods of ESL instruction. Students classified as advanced according to NYSESLAT scores will be programmed for one period of ESL instruction.

Programming and Scheduling Information

Our ELLs are programmed for ESL classes based on English proficiency levels as determined by their NYSESLST scores and CR154 Regulations. For example, students considered intermediate according to NYSESLAT scores will be programmed for two periods of ESL instruction. Students classified as advanced according to NYSESLAT scores will be programmed for one period of ESL instruction. Students have a separate period for their ESL classes, all students regardless of grade and level are in one class.(CEP has samples of ESL schedules). The students do not travel together throughout the day. Students are in different classes based on their individual abilities. If one student is advanced in math they will go to an advanced class. Mixed proficiency levels have class together, periods 8 and 9. Intermediate (360 minutes per week) students have two periods of ESL each day and Advanced (180 minutes per week) students have one period of ESL each day for the week. These minutes are aligned with the proficiency levels to the ESL program.

Teachers use the workshop model where teacher model their lessons. Teachers teach a mini-lesson and model what they want the student to do during the independent work or cooperative learning activity. Teachers also use the scaffolding technique so students are not overwhelmed and they can build the knowledge required in a specific subject area. Teachers also use Bridging, Contextualization, Schema building, and Metacognition to strengthen skills.

Students with Interrupted Formal Education (SIFE), receive additional instructional time before and after school, as well as in Saturday(Regents Prep) academies.

The ESL teacher meets with the subject area teachers and Assistant Principal to discuss what is being taught and what the students need.

Differentiated instruction is embedded in the curriculum in all subject areas our building. Teachers are required to group students based on their needs and provide different ways of delivery instruction and providing students with different levels of work to assist all learners. .

ELL's identified as special needs students have or are in the Read 180 program to develop the beginning skills for reading comprehension. These students also receive additional assistance during their tutoring period and Saturday School.

In June 2010, students were tested through the Read 180 Program(assost mew;u emrp;ed students) to see what level they were on so the teacher can prepare for the student in September. The students were also given a selection of books to read based on their reading level.

Professional Development and Support

The teachers have received information on the ELL population twice this year. They receive information on student data to analyze the areas their students may need assistance with to pass their class. The teachers meet weekly to for common planning to work on strategies to assist the students. Teachers receive professional development (ex. Scaffolding, vocabulary with native language and in English to assist in the content area) once every other month on how to assist ELL students in their content area. The ESL teacher receives professional development through the DOE. Agenda, material from the meeting and the minutes are kept on file.

Parent Involvement

We have meetings to inform parents about their child's progress, ELL status, after-school programs, graduation requirements and Regents. Parents are informed about any workshops given by the Board of Education. Parents are invited to all activities in the school. Parents receive a survey and based on what the parents request determines the workshops we provide.

Assessment Data

The school uses the Read 180 program, ACUITY, and the teacher's assessment to assist teachers with their instructional plan

The past two years, out of three students, one student scored below the proficiency level on the LAB-R exam. In the past, several students have had difficulties passing the State exams. Seventy-five percent of the students are up to date with their credits, but behind with Regents.

There is a pattern of students scoring advanced/passing on the Listening/Speaking, but scoring advanced/intermediate for Reading/Writing. The teachers were informed in the beginning of the year of the scores and how it impacts the learning in all subject areas. The ESL teacher uses the outcome of the Periodic Assessment to make changes to his curriculum. The school learns what the student needs assistance with regarding listening/speaking and reading/writing. The Native Language is used by providing students with dictionaries that assist them with translations. Also activities that support their language and the English language.