



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ ACORN COMMUNITY HIGH SCHOOL \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 13K499 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ MS. ANDREA L. PIPER \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ APIPER@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ MS. KAREN WATTS \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                            | Position and Constituent Group Represented   | Signature |
|---------------------------------|--|-----------|
| Andrea L. Piper                 | *Principal or Designee   |           |
| Rose Robinson                   | *UFT Chapter Leader or Designee  |           |
| Michele Barker                  | *PA/PTA President or Designated Co-President   |           |
| Jaqueline Furman                | DC 37 Representative, if applicable  |           |
| Jessica Cotto<br>Thomas Torchio | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                                 | CBO Representative, if applicable  |           |
| Jean Little                     | Member/CSA   |           |
| Lutricia Black                  | Member/UFT   |           |
| Candace Douglas                 | Member/UFT   |           |
| Sharuwana George                | Member/Parent  |           |
| Ciji Scott                      | Member/Parent  |           |
| Jesse Vann                      | Member/Parent  |           |
| Julie Williams                  | Member/Parent  |           |

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2012, Black and Economically Disadvantaged students will demonstrate progress toward achieving State standards as measured by 5% increase in scoring 65% or better on The NYS English Regents exam.

### **Comprehensive needs assessment**

- Did not make AYP in English last year for the Economically Disadvantaged subgroup.

### **Instructional strategies/activities**

#### **Action #1 – Professional Development**

- Teachers in the English department will receive ongoing Professional Development to assist them with instructional tools that will help improve student learning. The following topics will be addressed: Differentiated Learning, Culturally Relevant Learning and Use of Student Work to Drive Instruction
- Continue to provide PD to support differentiated instruction practices to target specific instructional needs and increase the academic success of SPED and ELL students
- **Target Population(s):** ELA teachers, specifically 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Humanities
- **Implementation Time:** September 2011 through June 2012

#### **Action #2 – Aligning Curriculum**

- Teachers will participate and collaborate in weekly Department Meetings and Professional Learning Communities. The meetings will be used to align curriculum to meet student needs and look at student work to identify student weaknesses, in order to provide the proper strategies of assistance
- Teacher teams in English will familiarize themselves with the language of the CCSS and develop performance tasks that will be scored against a benchmark to identify gaps in student progress
- **Target Population(s):** SS & ELA teachers, specifically 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Humanities
- **Implementation Time:** September 2011 through June 2012

### **Action #3 – Portfolio**

- 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
- **Target Population(s):** SS & ELA teachers, specifically 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Humanities
- **Implementation Time:** September 2011 through June 2012

### **Action #4 – Extra Supports**

- Identified students will receive extra assistance via the following modalities:
- Afterschool, Saturday School and lunch tutorials
- Pull-outs for one on one assistance during their review classes
- Diagnostics will be utilized to determine specific student needs, goals will be set to address identified student needs, teachers will use the goals during class and on Saturday to address needs
- **Target Population(s):** SS & ELA teachers, specifically 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Humanities
- **Implementation Time:** September 2011 through June 2012

### **Strategies to increase parental involvement**

- Provide a curriculum night twice a month to inform parents about the curriculum and curriculum changes
- Host a Meet and Greet between parents, students and administrators
- Provide Saturday Classes ELA to give parents strategies on how to assist their students
- The Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions
- The school will create and distribute a parent handbook outlining the policies and protocols in the school, specifically relevant to homework policies and support services
- Provide parents with workshops on ARIS and Skedula
- Host a grade night to speak with parents specifically for the determined grade

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide additional time through-out the week to support planning time and common meeting time
- Professional Development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD

- Hiring committee created to accompany principal to hiring fairs and participate in interviews during teacher selection process
- Mentors and buddy teachers are assigned to support struggling and un-qualified teachers

**Service and program coordination**

- ASCD, Solution Tree, and the CFN will assist with providing Professional Development as needed

**Budget and resources alignment**

- Title I will be used to provide teachers with professional development, through ASCD and/or Solution Tree.
- Tax Levy Children First Network Funding will be used to provide professional development through the CFN, in the form of expert groups.
- Tax Levy Fair student Funding will provide Saturday and After-school funding to support intervention services for credit attainment and regents' preparation.
- Tax Levy Fair Student Funding will be used to provide resources like DATACATION, IMENTOR and PLATO to assist the staff with staying current with student data.
- Tax Levy will be used for Supervisor per session and teacher per session for after school programs

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, all students will demonstrate progress toward achieving State standards as measured by 3% increase in scoring 65% or better on The NYS English Regents exam.

### **Comprehensive needs assessment**

- Did not make AYP in Math last year for overall students.

### **Instructional strategies/activities**

#### **Action #1 – Professional Development**

- Hire a math coach to provide teachers with professional development and curriculum that assists teachers with formulating strategies that improve student work. Continue to provide PD to support differentiated instruction practices to target specific instructional needs and increase academic success especially our SPED and ELL students
- **Target Population(s):** Math teachers, specifically 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Math/Science
- **Implementation Time:** September 2011 through June 2012

#### **Action #2 – Curriculum Adjustment**

- Teachers will participate and collaborate in weekly in Department Meetings and Professional Learning Communities (PLC's). The meetings will be used to align curriculum to meet student needs and look at student work to identify student weaknesses, in order to provide the proper strategies of assistance
- Teacher teams in Math will continue to become familiar with the CCSS and create performance tasks to that will be scored against a benchmark to identify gaps in student progress
- **Target Population(s):** Math teachers, specifically 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Math/Science
- **Implementation Time:** September 2011 through June 2012

#### **Action #3 Extra Support Services**

- Provide tutorial classes afterschool, during lunch and on Saturday to improve identified math skills
- Provide math workshops for parents to better assist their children
- Participate in an Annual Math fair to showcase classroom activities and student work Math study groups (for curriculum development and

teaching strategies), and Math data inquiries

- Create Portfolio Assessment for 50% of the Math Department to be used to increase writing and literacy in math, therefore assisting students with developing their skills on the short answer sections of the Math Regents
- **Target Population(s):** SS & ELA teachers, specifically 9<sup>th</sup> & 10<sup>th</sup> grades
- **Responsible Staff Member:** Assistant Principal and Lead Teacher of Math/Science
- **Implementation Time:** September 2011 through June 2012

**Strategies to increase parental involvement**

- Provide a curriculum night twice a month to inform parents about the curriculum and curriculum changes
- Host a Meet and Greet between parents, teachers and administrators
- Provide Saturday Classes in Math to give parents strategies on how to assist their students
- Provide parents with workshops on ARIs and Skedula
- Host a grade night to speak with parents specifically for the determined grade
- The Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions
- The school will create and distribute a parent handbook outlining the policies and protocols in the school, specifically relevant to homework policies and support services

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide additional time through-out the week to support planning time and common meeting time
- Professional Development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD
- Hiring committee created to accompany principal to hiring fairs and participate in interviews during teacher selection process
- Mentors and buddy teachers are assigned to support struggling and un-qualified teachers

**Service and program coordination**

- ASCD, Solution Tree, and the CFN will assist with providing Professional Development as needed

**Budget and resources alignment**

- Title I will be used to provide teachers with professional development, through specifically a Math coach.
- Tax Levy Children First Network Funding will be used to provide professional development through the CFN, in the form of expert groups.
- Tax Levy Fair student Funding will provide Saturday and After-school funding to support intervention services for credit attainment and regents' preparation.
- Tax Levy will be used for Supervisor per session and teacher per session for after school programs
- Tax Levy Fair Student Funding will be used to provide resources like DATACATION, IMENTOR and PLATO to assist the staff with staying current with student data

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, the School Environment grade will improve by 0.1% in each survey metric and by 2% in the attendance metric as compared to the previous year.

#### **Comprehensive needs assessment**

- Improving attendance rates and Environmental Survey metrics. From 2008-2010, the school has received an **F** on this area of the Progress Report.

#### **Instructional strategies/activities**

- Peer Mediation Teams will be implemented to facilitate mediation between students and create social skills that provide resolution. 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 be instituted to increase communication and allow for student issues to be raised and addressed
- Skedula will continue to be used to bridge the communication gap between administrators, students parents and teachers
- Guidance counselors and the attendance teacher will identify chronically absent students and make out-reach to the parents/guardian on a consistent basis
- Guidance counselors and the attendance teacher will collaborate to assist LTA students with returning back to school or finding an alternative learning environment
- Parents/guardians will be notified of their child's absences or lateness via School Messenger or personal telephone outreach
- Students will be celebrated on a monthly basis via perfect attendance and most improved attendance certificates. Each semester an award ceremony will be given to honor both student and parents on perfect attendance and most improved attendance list
- Diagnostics will be utilized to determine specific student needs
- **Target Population(s):** Students & teachers
- **Responsible Staff Member:** Assistant Principal Organization, Attendance Committee and Deans
- **Implementation Time:** September 2011 through June 2012

#### **Strategies to increase parental involvement**

- Host a Meet and Greet between teachers, administrators and parents
- Provide Saturday or during the week workshops twice a month to give parents strategies on how to assist their children with social and emotional issues
- Provide parents with workshops on ARIS and Skedula
- Host a grade night to speak with parents specifically for the determined grade
- Host a game and /or movie night for students, parents and teachers
- Black and white ball for teachers and parents to socialize under a different venue

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide additional time through-out the week to support planning time and common meeting time
- Professional Development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD
- Hiring committee created to accompany principal to hiring fairs and participate in interviews – hire individuals who are in line with the mission and vision of the school
- New Teacher Induction Program

**Service and program coordination**

- CFN Network
- Coalition of LGBT Health
- ASCD

**Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to pay for resources, such as funding for SchoolMessenger and assistance from a school aide to make personal calls about student lateness and absences
- Title I Parent Involvement Funding will be used to provide incentives for parents and students for improved and perfect attendance awards, as well as Parent Workshops geared specifically to student motivation
- Tax Levy will be used for Supervisor per session and teacher per session for after school programs

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By August 2012, all students will make progress toward achieving the 75% State Graduation rate based on the schools accountability and overview report.

### **Comprehensive needs assessment**

- Did not make AYP for 2010-2011 NYS Graduation Accountability

### **Instructional strategies/activities**

- We will improve outreach efforts by meeting with students in small groups on a monthly basis to discuss issues which will improve their academic performance such as stress management, study skills, note taking, and time management
- We will monitor student progress by reviewing report cards each term and meeting with teachers on a regular basis in order to discuss strategies to target student improvement
- We will assist students with Credit Recovery through PLATO and Saturday Academy. Student will also be enrolled in College Now programs to earn credits towards graduation
- We will continue to increase communication and correspondence with parent/guardians of Seniors in order to inform them of their child's current progress and steps to take in order to improve their child's chances of meeting graduation requirements.
- Identify Seniors with attendance issues and provide them with support through counseling and incentives.
- Provide them with an ACORN Angel, who will serve as a mentor, to provide them with extra support. This person would be responsible for checking in with them on a daily basis, as well as, follow up with classes and teachers
- **Target Population(s):** Senior/Junior Teachers and Students
- **Responsible Staff Member:** Assistant Principals and Lead Teachers
- **Implementation Time:** September 2011 through June 2012

### **Strategies to increase parental involvement**

- Provide a curriculum night twice a month to inform parents about the curriculum and curriculum changes
- Host a Meet and Greet between, parents, teachers and administration
- Provide Saturday Classes in Math and ELA to give parents strategies on how to assist their students
- Provide parents with workshops on ARIs and Skedula
- Host a grade night to speak with senior parents in respect to transcript status, graduation requirements and support services

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide additional time through-out the week to support planning time and common meeting time
- Professional Development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD
- Hiring committee created to accompany principal to hiring fairs and participate in interviews – hire individuals who are in line with the mission and vision of the school

**Service and program coordination**

- ASCD, Solution Tree, and the CFN will assist with providing Professional Development as needed

**Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to pay for resources, such as funding for SchoolMessenger and assistance from a school aide to make personal calls about student lateness and absences
- Title I Parent Involvement Funding will be used to provide incentives, as well as, Parent Workshops geared specifically to student motivation
- Tax Levy will be used for Supervisor per session and teacher per session for after school programs.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  | 29                                 | 29                                 | 29                                 | 29                                 | 40  | 52   | 52                                     | 18                                     |
| <b>10</b> | 58                                 | 44                                 | 30                                 | 58                                 | 58  | 30   | 30                                     | 12                                     |
| <b>11</b> | 24                                 | 32                                 | 28                                 | 18                                 | 15  | 21   | 21                                     | 10                                     |
| <b>12</b> | 31                                 | 11                                 | 34                                 | 14                                 | 14  | 14   | 14                                     | 11                                     |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Part B. Description of Academic Intervention Services

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

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

|   |   |
|---|---|
| <b>At-risk Health-related Services:</b> | ACORN at-risk health related services include documenting immunization status, eye examinations, providing nursing care for acute illnesses and injury, assisting the doctor with screening examinations and providing condoms. |
|---|---|

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**Title I Parent Involvement Policy**

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
- 1) 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
  - 2) 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
  - 3) 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.
- 4) 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.

## **School Parent Compact**

### **School Responsibilities**

School *ACORN Community High School* will:

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

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

| 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.)**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 13K499      **School Name:** ACORN Community High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school was identified based on ELA Regents results for the 2007 cohort. Our Economically Disadvantage students did not meet the target of an AMO of 174, which in fact resulted in not meeting AYP. The target was higher for the ED subgroup. There were a large number of students in this cohort who had serious Long Term Absence issues since their freshman year. However, we have identified our Special Education population as needing additional support in literacy and writing.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The following interventions and strategies have been implemented to improve academic achievement:

- Professional Development for teachers regarding implementation of portfolios and integrated curriculum to support literacy growth.
- PLC's used to do an inquiry on literacy and reading comprehension. Teachers will incorporate the literacy and writing strategies into their lessons. Specific students will be targeted as part of the inquiry process in order to assess the level of student comprehension and writing growth.
- ACORN Angels will serve as mentors to at-risk seniors (Cohort N) in order to motivate and give them extra support to meet their goal of passing the ELA Regents exam.
- Saturday and Ninth Period tutoring will also be available to give students additional prep for the ELA regents
- Administrators, Lead Teachers and Math Coach will work with teachers on a weekly basis to improve the quality of their teaching.
- Frequent observations and snapshots will be conducted by administration using the Danielson Framework to assist with teaching strategies, assess teaching quality and provide feedback that will support struggling learners.
- Provide initiatives to increase daily attendance.

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The following Professional Development will be provided for fiscal year 2011-2012:

- Math Coach/Lead Teacher
- Children's First Network will provide PD on the following:
  - Creating performance embedded in literacy
  - Differentiation in every classroom
  - Improving special education instruction
  - Using program evaluation as a school improvement strategy
- Provide Common Meeting Time for Lead Teachers/Coach to meet with teachers to provide support for ongoing professional development
- Consultant from ASCD to provide PD on infusion of reading and writing in all content areas

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

New Teachers who participate in the mentoring program will receive:

- Formal Mentoring from an experienced teacher
- Three observations
  - Per semester
  - Feedback, suggestions and techniques for each observation
- Assistance in understanding the implementation of the Common Core State Standards
- Minimum of three inter-visitations with an experienced teacher
- Participation in workshops and conferences to increase their knowledge and skills with respect to relevant content area standards aligned with the CCSS

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.

The school will notify parents about the school's identification for school improvement in the following way:

- Letters mailed to parents informing them of the schools plan to improve their child's education
- Interactive parent workshops that provide parent tips that explain the concepts being taught
- Set up school-wide parenting and education classes on Saturday and one day during the week
- Share results of assessments with parents through Skedula
- Provide computerized phone messages to homes
- Non-responsive parents will receive home visits
- Provide a translator when needed

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

|   |                    |                         |                          |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Kathy Pelles</b> | District <b>13</b> | Borough <b>Brooklyn</b> | School Number <b>499</b> |
| School Name <b>ACORN Community High School</b>    |                    |                         |                          |

### B. Language Allocation Policy Team Composition [?](#)

|  |  |
|--|--|
| Principal <b>Ms. Andrea Piper</b>                | Assistant Principal <b>Ms. Jean Little</b> |
| Coach <b>Ms. Watkins, Lead Teacher /ELA</b>      | Coach <b>Mr. Williams, Math</b>            |
| ESL Teacher <b>Mr. Cordaro</b>                   | Guidance Counselor <b>Ms. Beckman</b>      |
| Teacher/Subject Area <b>Mr. Martinez/S.S.</b>    | Parent <b>Ms. Barker</b>                   |
| Teacher/Subject Area <b>Ms. Claxtoni/Science</b> | Parent Coordinator <b>Ms. Lovell</b>       |
| Related Service Provider                         | Other <b>Mr. Honoroff/AP</b>               |
| Network Leader                                   | Other <b>Ms. Lafalaise/AP</b>              |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              |          |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>744</b> | Total Number of ELLs | <b>21</b> | ELLs as share of total student population (%) | <b>2.82%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

- 1.Steps for Identification:
- a. Students who are new admits into the building are checked to see if the student is new to the country. In addition, ATS is checked for students who are eligible for LAB-R exams.
  - b.Home Language Identification Surveys are checked to see if the student is eligible for the LABR exam.
  - c.Students who are eligible for the LABR are administered the exam by the ESL teacher.
  - d.The results are analyzed and we decide the areas the students are weak in and share this data with the whole staff so they are able to implement the data into their daily instruction.
  - e.The ESL teacher also works on the weak areas of the students, in our school it is the Reading/Writing section.
2. Parents are invited to the school by the parent coordinator and is given information regarding all three programs by the Assistant Principal, within five days of the results of the LABR exam. If it is a large group of parents, a workshop is given informing parents of the various programs.
  3. The entitlement letters are mailed and handed to every student and signed by the parent upon receipt of the letter. The Parent Coordinator distributes and collects all forms.
  4. If a student enters ESL program, the parent and student is invited up to the school for orientation and given a layout of how the ESL program works to assist the student in all content areas.
  5. All of the parents that I have encountered have chosen the Freestanding ESL program. Most of our students entered our school in the Freestanding ESL and have selected during middle school or elementary school.
  6. Our program offers what parents requests. If parents feel that their child needs extra assistance we provide the services immediately. Extra assistance includes Saturday school and tutoring period 9.

## Part III: ELL Demographics

### A. ELL Programs

|  |  |
|--|--|
| <b>This school serves the following grades (includes ELLs and EPs)</b><br>Check all that apply | K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/><br>6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/> |
|--|--|

**This school offers (check all that apply):**

|  |                                      |                                     |                               |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
|--|--------------------------------------|-------------------------------------|-------------------------------|

|                       |                                      |                          |                               |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0      |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0      |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   | 5 | 6  | 6  | 4  | 21     |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0      |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6  | 6  | 4  | 21     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                 |
|-----------------------------|----|--|----|---------------------------------|
| All ELLs                    | 21 | Newcomers (ELLs receiving service 0-3 years) | 4  | Special Education               |
| SIFE                        | 7  | ELLs receiving service 4-6 years             | 11 | Long-Term (completed 6 years) 7 |

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         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 4                 |          |                   | 11               | 6        |                   | 6                                  | 1        |                   | 21        |
| <b>Total</b>  | <b>4</b>          | <b>0</b> | <b>0</b>          | <b>11</b>        | <b>6</b> | <b>0</b>          | <b>6</b>                           | <b>1</b> | <b>0</b>          | <b>21</b> |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  | 0     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | EL<br>L  | EP       |
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          |          |          |          | 4        | 2        | 2        | 2        | 10        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          | 1        |          |          | 1         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          |          | 1        |          |          | 1         |
| Haitian      |          |          |          |          |          |          |          |          |          | 1        | 1        | 2        | 1        | 5         |
| French       |          |          |          |          |          |          |          |          |          |          | 1        |          | 1        | 2         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |          |          | 2        |          | 2         |
| <b>TOTAL</b> | <b>0</b> | <b>5</b> | <b>6</b> | <b>6</b> | <b>4</b> | <b>21</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

1. a. Our school provides self-contained programs from grades 9-12, Co-Teaching program for CTT students, and a SETTS program which is a pull-out program.
- b. The 9<sup>th</sup> graders have double period blocked classes in English and in Math. The 10<sup>th</sup> through 12<sup>th</sup> grade students have all singleton classes. All students are scheduled in heterogeneous classes.
2. Our ELL students are 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. Students have a separate period for their ESL classes, all students regardless of grade are in one class.
  - a. ACORN has an ESL teacher to provide instructional services to our ELL students. Advanced (180 minutes), intermediate (360 minutes), and beginners (540 minutes). 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. Students are grouped by level in th classroom to support their individual needs. They are also mixed during instruction in order to learn from each other.
  3. The ESL teacher meets with the subject area teachers and Assistant Principal to discuss what is being taught and what the students need. This is done during monthly and Common Meeting periods during the week.
  - 5.a. 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.
  - b. Our students that have been in the program for three years are tested through a Reading Tool called the Reading Inventory that assesses their reading comprehension and vocabulary levels. We use the results to assist with all subject areas, using reading strategies. The ESL teacher also uses Speaking, Listening, Reading, and Writing strategies. Other strategies are also used to familiarize the student with the new language. We provide active participation in their learning. Through conversations and discussions in class with both teachers and other students, ELL students will develop their English language skills as they broaden their knowledge and understanding of subject matter. Teachers will model how to pose questions or make comments in a discussion group, then organize student-directed discussions or sharing time. ESL teacher will provide units that focus on students' countries of origin, customs, and traditions.
  - c. The students in the years 4-6 continue to build their vocabulary skills, reading, and writing skills. Students will continue with discussions and the use of prior knowledge by the use of fishbowls and socratic seminars where they will refer back to text. Use guided reading and writing strategies. All teachers will conduct shared reading and writing lessons. The ESL teacher will implement independent reading and writing at least twice a week.
  - d. The students in the 6 years and over continue the vocabulary skill building and writing skills. In addition, specific areas they are having difficulties with are given extra attention by all subject area teachers. An evaluation of their Regents scores and classroom assessments are carefully reviewed and addressed. Teachers put new strategies in place to assist the students.
6. Teachers use visuals, dictionaries(English and in their language) and other forms of differentiation to assist students.
7. Teachers meet weekly during PLCs and weekly Subject area meetings to address instruction for the students.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

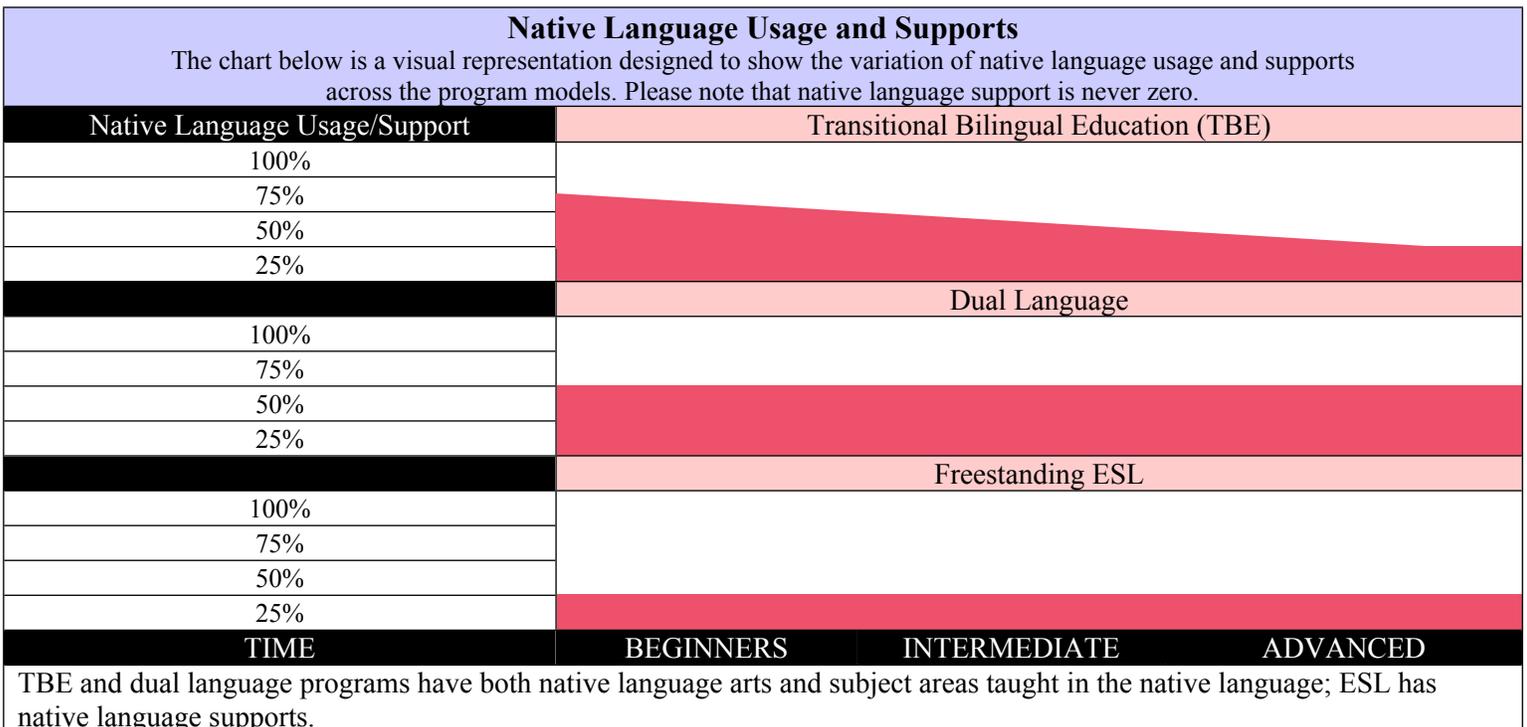
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |

|          |  |
|----------|--|
| Science: |  |
|          |  |
|          |  |
|          |  |
|          |  |

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
|  | Beginning             | Intermediate          | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154        | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154        |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                     | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 |                      |                      |                      |
|---|----------------------|----------------------|----------------------|
|   | Beginning            | Intermediate         | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154         | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154         |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                      | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



## B. Programming and Scheduling Information--Continued

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

8. We provide Saturday School and Tutoring after school.
9. Students who are transitioning out of ESL, receive the
10. Students will be buddied with a Senior that can assist them during their service period for tutoring.
11. N/A
12. All students in our building have an equal opportunity to participate in all after school activities. We provide, Debate, Basketball, Soccer, Ping Pong, and Dance.
13. Students receive a dictionary in their language and English to support them in the classroom. The Plato credit recovery program translates the information in different languages. It assists students who need credit recovery and preparation for the Regents.
15. Yes
16. We offer the Bridge Program over the summer to assist the students with the transition into High School. The program offers, Advisory, Math, and English. In addition, we go on a field trip to the library and the park.
17. We offer Spanish classes.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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 will meet four more times this year to learn different ways to improve instruction and the last meeting in June will consist of future plans for the students and changes in the curriculum. The teachers will inform their supervisor if their student needs any extra assistance or an exam in their native language. In addition, the ESL teacher has attended workshops and visited a school to see best practices so it can be brought back to our schools to implement.

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

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

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 will meet four more times this year to learn different ways to improve instruction and the last meeting in June will consist of future plans for the students and changes in the curriculum. The teachers will inform their supervisor if their student needs any extra assistance or an exam in their native language. In addition, the ESL teacher has attended workshops and visited a school to see best practices so it can be brought back to our schools to implement.

### E. Parental Involvement

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

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. We also send out a survey to all parents to see what they need to assist their child. Our workshops for parents assist them with their students and personal needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  |
|                            | I                 |   |   |   |   |   |   |   |   |   | 1 | 1  | 0  | 1  |
|                            | A                 |   |   |   |   |   |   |   |   |   | 0 | 0  | 1  | 1  |
|                            | P                 |   |   |   |   |   |   |   |   |   | 3 | 5  | 5  | 3  |
| READING/                   | B                 |   |   |   |   |   |   |   |   |   | 2 | 0  | 0  | 0  |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| WRITING            | I                 |   |   |   |   |   |   |   |   |   | 2 | 4  | 4  | 3  |
|                    | A                 |   |   |   |   |   |   |   |   |   | 1 | 2  | 2  | 2  |
|                    | P                 |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 0  |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**New York State Regents Exam**

|                       | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|-----------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                       | English                    | Native Language | English                     | Native Language |
| Comprehensive English | 4                          |                 | 2                           |                 |
| Integrated Algebra    | 16                         |                 | 5                           |                 |

### New York State Regents Exam

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Geometry                     | 2                          |                 | 1                           |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                | 3                          |                 | 3                           |                 |
| Living Environment           | 9                          |                 | 4                           |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography | 4                          |                 | 2                           |                 |
| US History and Government    | 9                          |                 | 2                           |                 |
| Foreign Language             | 2                          |                 | 2                           |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

### Native Language Tests

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

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

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

- We use the Reading Inventory to assess their reading comprehension and vocabulary skills.
- The majority of our students need extra assistance in Reading and Writing based on their NYSESLAT scores.
- Teachers will implement the writing process and constant feedback to assist students with their writing. Think alouds, independent reading, and vocabulary will be used to assist students with their reading.
- Teachers look at the students results in September to see what changes need to be made in the curriculum.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name: ACORN Community High School</b>                                   |                      | <b>School DBN: <u>13K499</u></b> |                 |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                                  |                 |
| Name (PRINT)  | Title                | Signature                        | Date (mm/dd/yy) |
| Ms. Andrea Piper  | Principal            |                                  | 11/1/11         |
| Ms. Little  | Assistant Principal  |                                  | 11/1/11         |
| Ms. Lovell  | Parent Coordinator   |                                  | 11/1/11         |
| Mr. Cordaro   | ESL Teacher          |                                  | 11/1/11         |
| Ms. Barker  | Parent               |                                  | 11/1/11         |
| Mr. Martinez/Social Studies   | Teacher/Subject Area |                                  | 11/1/11         |
| Ms. Claxtoni/Science  | Teacher/Subject Area |                                  | 11/1/11         |
| Mr. Williams  | Coach                |                                  | 11/1/11         |
|   | Coach                |                                  | 11/1/11         |
| Ms. Beckman   | Guidance Counselor   |                                  | 11/1/11         |
|   | Network Leader       |                                  | 11/1/11         |
| Ms. Watkins/ELAr  | Other                |                                  | 11/1/11         |
|   | Other                |                                  | 11/1/11         |
|   | Other                |                                  | 11/1/11         |
|   | Other                |                                  | 11/1/11         |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **13K499** School Name: **ACORN Community High School**

Cluster: **1** Network: **112**

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

**Part A: Needs Assessment Findings**

---

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

We use information from ATS to retrieve information on parents who need written translation and oral interpretation. All information is given to parents in a timely fashion. The data shows that two languages (FJ & SF) are not part of the 95% common languages, but are still given the same attention.

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.

ACORN provides the teachers and parent coordinator with the list of students that need the services.

## 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.

### Written

- Check the date the item needs to be mailed and/or backpacked
- Identify the item that has to be translated and the amount of material translated
- Identify the number of languages that have to be translated
- Three languages (French, Creole, and Spanish) are available for written translation in the school
- Other languages we send to the DOE Translation services two weeks in advance

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.

### Oral

- Check the date the item needs to be translated by phone
- Three languages (French, Creole, and Spanish) are available for interpretation services through the school
- Other languages we use the phone interpretation services through the DOE
- Teachers are given the number for the interpretation services for languages that are not available on-site

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

ACORN follows all elements within the Chancellor's Regulations A-663 regarding translation and interpretation services.

