



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** ACORN COMMUNITY HIGH SCHOOL

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

**PRINCIPAL:** ANDREA L. PIPER

**EMAIL:** [APIPER@SCHOOLS.NYC.GOV](mailto:APIPER@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** 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	
Ashley Wright Brandon Golden	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	
Michelle Williams	Member/UFT	
Candace Douglas	Member/UFT	
Sharuwana George	Member/Parent	
Ciji Scott	Member/Parent	
Jesse Vann	Member/Parent	
Victor Hines	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, our Economically Disadvantaged, SWD, Black and Latino Male students will demonstrate progress towards achieving State Standards as measured by a 3% increase in scoring a 65% or better on The NYS English Regents exam.

### **Comprehensive needs assessment**

- We received the Extended Success Initiative grant this year which is to be utilized to support African American and Latino young men in reaching college readiness success.

### **Instructional strategies/activities**

- Teachers in the English department will receive ongoing Professional Development (including Culturally Relevant and Strategies for Young Men of Color) to assist them with instructional tools that address their learning challenges
- Teachers will participate and collaborate in weekly in Department Meetings. 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
- A Data Inquiry team will be established to identify strategies and look at student work in order to distinguish whether the strategies are effective
- 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
- Continue to provide PD to support differentiated instruction practices to target specific instructional needs and increase the academic success of the SWD and ELL population
- Continue to create Portfolio Assessment for the entire English Department in order to build more opportunities for success
- Use of Hott Teal Roc across Humanities curriculum to reinforce writing strategies
- 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):** 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, Literacy Coach & Parent Coordinator
- **Implementation Time:** September 2012 through June 2013

### **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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I               Title IIA               Title III      X   Grants               Other

If other is selected describe here:

- Title I and Public School Funds 77 ESI will be used to provide teachers with professional development, through College Board and ASCD.
- 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**

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 #2**

By June 2012, all students will demonstrate progress toward achieving State standards as measured by 5% increase in scoring 65% or better on The NYS Algebra Regents exam.

### **Comprehensive needs assessment**

- Last year our students pass rate for the Algebra Regent was only 30%, which indicates for the school that we need to increase teacher and student support in order to increase Regent success.

### **Instructional strategies/activities**

- Utilize Legacy Pathways to provide professional development and assist teachers with developing Algebra curriculum and lesson plans, sharing of best practices, use of data to inform next steps and looking at student work
- Legacy Pathways will also be responsible for working with the math coach so that they will be better equipped to provide teachers with professional development and curriculum that assists teachers with formulating strategies that improve student work
- The Math department will use the P12 System in order to facilitate the collaboration of curriculum development, sharing of resources and departmental meeting content
- Continue to provide PD to support differentiated instruction, how to use assessment data to inform next steps, aligning curriculum to the Common Core Learning Standards practices to target specific instructional needs and increase the academic success of SPED and ELL students
- Create diagnostics and benchmarks to monitor student
- Provide tutorial classes afterschool, during lunch and on Saturday to improve identified math skills
  
- **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

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

- Provide a curriculum night four times a year to inform parents about the curriculum and curriculum changes
- Host a Meet and Greet between parents, teachers and administrators
- Provide a Saturday Academy 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination****Budget Allowances**

- Title I and Fair Student Funding were used to provide the math teachers with support through Legacy Pathways.
- 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 Fair Student Funding will be used to provide resources like DATACATION, IMENTOR and iLearn to assist the staff with staying current with student data.

### **ANNUAL GOAL #3 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 #3**

- By June 2012, the School Environment grade will improve by 0.1% in each survey metric and by 3% in the attendance metric as compared to the previous year.

#### **Comprehensive needs assessment**

- Improving attendance rates and Environmental Survey metrics. Last year the school received a **C** on this area of the Progress Report. In addition to our attendance decreasing by 2% during the 2011-2012 school year.

#### **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):** School Environment: All students and staff  
Attendance: LTA's and students in the 40 to 60 attendance percentile
- **Responsible Staff Member(s):** Guidance Counselors, Attendance Teacher and Administration
- **Implementation Time:** September 2012 through June 2013

#### **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
- Host a celebration honoring parents and teachers

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- 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.

### **ANNUAL GOAL #4 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 #4**

- By August 2012, all students will make progress toward achieving the 80% State Graduation rate based on the schools accountability and overview report and in addition increase our overall College Readiness Progress Report grade by at least one level.

#### **Comprehensive needs assessment**

- We are a school in Good Standing, however we would like to continue to raise the bar in order to sustain meeting NYS Graduation Accountability. We also received a D on the College Readiness section of the School Progress Report.

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

- Early intervention through BOY and MOY meetings in small groups with students who have similar circumstances (i.e. credit deficit, regent requirements or both), students receive their transcripts, report cards, goal sheet and we discuss next steps, in addition to improve their academic performance such as stress management, study skills, note taking, and time management
- We will assist students with Credit Recovery through iLearn – AVENTA program and Saturday Academy.
- 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.
- We will continue to enroll students in the College Now programs to earn credits towards graduation
- We have added five AP classes to give students additional choices and opportunities to participate in courses that increase college readiness preparedness
- 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
- A Vertical AP team will be created to provide and support the use of AP instructional strategies in the AP classes and pre-AP classes, starting from the ninth grade
- Teachers will receive Professional Development learn and reinforce AP instructional strategies from grades nine through twelve
  
- **Target Population(s):** Junior and Senior Teachers and Students
- **Responsible Staff Member(s):** Guidance Counselors, Coaches and Administration
- **Implementation Time:** September 2012 through June 2013

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

- Title I and Public School Funds 77 ESI will be used to provide teachers with professional development, through College Board and ASCD.
- 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- 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)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Hott Teal Roc strategies</li> <li>• Review Classes</li> <li>• Saturday School</li> <li>• Credit Intervention Program</li> <li>• Extended Blocks (90 min)</li> <li>• All male class</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Period tutoring one-to-one and small groups</li> <li>• Writing Center one-to-one</li> <li>• Lunch Tutoring in small groups</li> <li>• Whole class</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During lunch periods</li> <li>• Saturdays</li> <li>• Through-out the day</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Review Classes</li> <li>• Saturday School</li> <li>• Credit Intervention Program</li> <li>• All male class</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Period tutoring one-to-one and small groups</li> <li>• Lunch Tutoring in small groups</li> <li>• Whole class</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During lunch periods</li> <li>• Saturdays</li> <li>• Through-out the day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Review Classes</li> <li>• Saturday School</li> <li>• Credit Intervention Program</li> <li>• Extended Blocks (90 min)</li> <li>• All male class</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Period tutoring one-to-one and small groups</li> <li>• Lunch Tutoring in small groups</li> <li>• Whole class</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During lunch periods</li> <li>• Saturdays</li> <li>• Through-out the day</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Review Classes</li> <li>• Saturday School</li> <li>• Credit Intervention Program</li> <li>• Extended Blocks (90</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Period tutoring one-to-one and small groups</li> <li>• Lunch Tutoring in small groups</li> <li>• Whole class</li> </ul>	

	<ul style="list-style-type: none"> <li>min)</li> <li>• All male class</li> </ul>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Small counseling groups that focus on the following: <ul style="list-style-type: none"> <li>○ Goal-setting</li> <li>○ Note-taking</li> <li>○ Transcript Reading and Promotional Requirements</li> <li>○ College and Career Portfolios</li> </ul> </li> <li>• In-Classroom Presentations</li> <li>• Pull-out Counseling</li> <li>• PPT committee to identify and create solutions for specific students in the form of case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small Groups</li> <li>• One-to-one</li> <li>• Grade Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• During the Day</li> <li>• After-school</li> <li>• Saturdays</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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
- Professional Learning Communities that focus on building instructional strategies and CCLS
- Study groups with a focus on Danielson, UDL, CCLS, Culturally Relevant Teaching
- 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. ACORN Community High School's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the ACHS school community. Our school will support parents and families of Title I students by:

- providing materials and workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct bi-annual evaluation of the content and effectiveness of this parent involvement policy with the SLT and Title I parents to improve the academic quality of our school. The findings of the evaluation through meetings, school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: sharpening communication skills, parenting skills, understanding curriculum, assessment and graduation expectations; literacy, math literacy, accessing community and support services, technology training to build parents' capacity to help their children at home and career and college readiness;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing web access or written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- 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
- Provide 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
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
  - Parent Teacher Conferences October 2012 and March 2013
  - Parent Grade Meetings September 2012 and February 2013
  - Meet –N- Greet September 2012
  - Freshman Orientation June/August

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring parents receive progress reports mid marking period;
- distributing report cards at the end of each marking period. There are three marking periods per semester;
- providing a vehicle so parents can contact teachers via e-mail, phone or by scheduling an appointment.
- providing opportunities for parents meet with grade level teams;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- manning of parent resource room staffed by parent volunteers and parent coordinator
- providing opportunities to observe classroom activities through Curriculum Fair and Portfolio Roundtables
- appointment to observe classes
- participation in Career Day
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>
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## Part II: ELL Identification Process

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

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

- 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> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (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. [i](#)

	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 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:

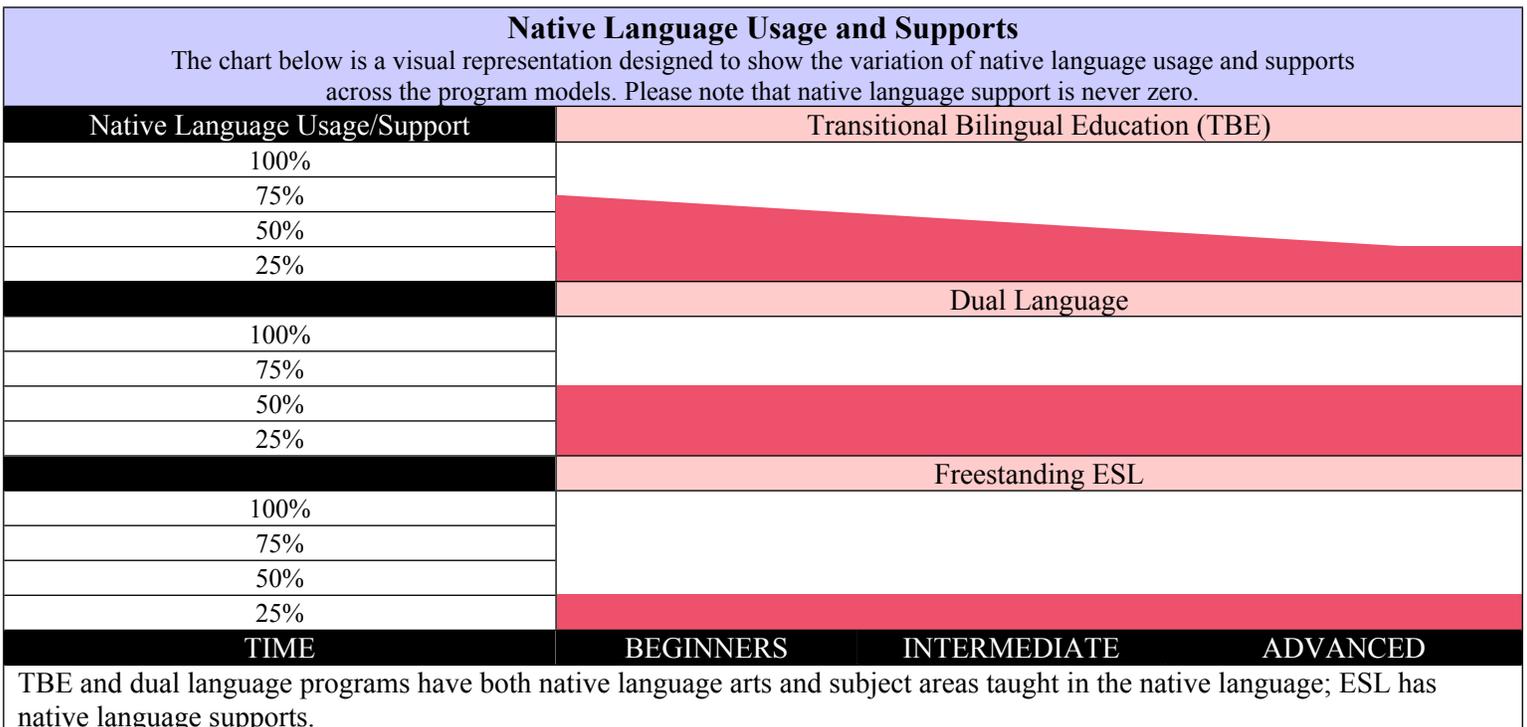
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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> 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> 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.

### 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/ WRITING	B										2	0	0	0
	I										2	4	4	3
	A										1	2	2	2

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>										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	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				

### New York State Regents Exam

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

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

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

1. We use the Reading Inventory to assess their reading comprehension and vocabulary skills.
2. The majority of our students need extra assistance in Reading and Writing based on their NYSESLAT scores.
3. 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.
4. Teachers look at the students results in September to see what changes need to be made in the curriculum.

5.N?A

6. We evaluate the program through observations, report cards, student work, attendance, Periodic Assessment and the NYSESLAT.

### 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

**School Name:** ACORN Community High School

**School DBN:** 13K499

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**

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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

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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.

