



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ACORN COMMUNITY HIGH SCHOOL

**DBN (i.e. 01M001):** 13K499

**Principal:** ANDREA PIPER

**Principal Email:** APIPER@SCHOOLS.NYC.GOV

**Superintendent:** KAREN WATTS

**Network Leader:** KATHY PELLER

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Andrea Piper	*Principal or Designee	
Rose Robinson	*UFT Chapter Leader or Designee	
Victor Hines	*PA/PTA President or Designated Co-President	
Jacqueline Furman	DC 37 Representative, if applicable	
Jahlana Harry Tyler Anderson	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	
Sureenpa Bacon	Member/ Parent	
Julia Gonzales	Member/ Parent	
Cheryl Bowen	Member/ Parent	
Lester Reid	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, 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

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Develop a 20 month curriculum map, modules and unit plans that reflect CCLS
2. Teachers in the English department will continue to receive ongoing professional development
3. Teachers in the English department will receive ongoing professional development to address differentiation, CCLS Shifts ( especially in writing) and assessment practices
4. Continue to create portfolio assessment for the entire English Department to build more opportunities of success and emphasis on performance based assessment

#### B. Key personnel and other resources used to implement each strategy/activity

1. AP Humanities and English Teacher Team
2. All English teachers
3. Principal, AP, CFN and other agencies will provide teachers with PD
4. AP Humanities and teachers

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of 2013-2014 the 20 month curriculum, modules and resources will be developed. Teachers will have an opportunity to implement the modules throughout the year and use both in-house assessments and the Regents to assess curriculum impact
2. Teachers will participate and collaborate in weekly department meetings. The meetings will be used to align curriculum to meet student needs though lesson studies and using protocols to look at student work in order to identify student weaknesses and provide the proper strategies of assistance  
Identified students will receive extra assistance via the following modalities:
  - a. Afterschool, Saturday School and lunch tutorials
  - b. Use of Hott Teal Roc to reinforce writing strategies
  - c. Diagnostics and a gap analysis will be utilized to determine specific student needs
3. Each month teachers will participate in professional development to support CCLS, rigor, differentiation, Danielson and assessment. The Danielson rubric will be used to monitor teacher growth from the initial observation to the next observation or snap shot – identifying growth as moving one level on HEDI
4. Student unit reflections used to have students monitor their own work and protocols used by teachers to look at student work

#### D. Timeline for implementation and completion including start and end dates

1. Curriculum building and implementation will begin in September 2013 and end on June 2014
2. Monthly from September 2013 to June 2014
3. Every Wednesday from September 2013 – June 2014
4. Process to begin in September 2013 and end June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common 9<sup>th</sup> period once a week – no cost associated with this activity
2. Study groups will be paid per session to participate after-school
3. At least three opportunities for teachers to participate in a PD through Lunch and Learns, Workshop Series or outside PD opportunity – per session provided for after-school

- Starting in 9<sup>th</sup> grade teachers should assist students with creating student work folders with a piece of writing that has had at least two revisions and a written reflection of the work around a central theme, "Who Am I" – no cost associated with this activity

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Teachers will create and distribute a syllabus outlining the grade policy and protocols of the specific ELA class
- 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 Saturday or during the week workshops to give parents strategies on how to assist their children with academic strategies around ELA and math
- Provide parents with workshops on Common Core Learning Standards and Skedula to maintain communication about student progress

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Public School Funds 77 ESI

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will demonstrate progress toward achieving State and College Readiness standards as measured by 3% increase in scoring 80% or better on The NYS Algebra Regents exam.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Last year our students pass rate for the Algebra Regent was 63%, however only 15% achieved an 80 or better on the exam which indicates for the school that we need to increase teacher and student support in order to increase Regents success.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Continue to 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
- CFN will assist with providing PD around CCLS through classroom visits and in class coaching
- Develop rubrics that support student understanding and criteria for self-reflection
- Provide tutorial classes afterschool, during lunch and on Saturday to improve identified math skills
- Lab days and assessment notebooks are utilized to target specific instructional areas. Teachers will utilize the Barron's Review book to assist students with Regents prep. Algebra students are assigned problems to work on from the book during the lab days and then receive immediate feedback on where they need assistance. At the beginning of the unit the students are given an assessment, I Can statements (math concepts to be mastered) are used to inform students of what they can already do and what they still need to master. The teacher then provides students with problems to support their progress with the "I Can" statements they have not mastered.

**B. Key personnel and other resources used to implement each strategy/activity**

- Legacy Pathways, Math AP and Math Coach
- CFN liaison and Math AP will collaborate
- Math AP, Teachers and Math Coach
- Math Teachers
- Math Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By the end of school year 2013-2014, the Math Department will have had an opportunity to make adjustments and adaptations to the Integrated Algebra Curriculum by incorporating Engage NY with previous math resources and strategies that have been previously useful
2. CFN Liaison , AP and Legacy Pathways point person will collaborate to observe and assess math teacher needs at the beginning of the year to provide rolling feedback throughout the year to move 75% of the math teachers one HEDI level
3. 100% of the Integrated math classes will successfully utilize the problem solving rubric by the end of the 2013-2014 school year
4. Teachers will continue to provide extended opportunities of support for their students via Saturday School and 9<sup>th</sup> period tutoring; each teacher will be responsible for identifying 10 struggling learners (possibly lowest 3<sup>rd</sup>) to work with specifically throughout the year. Teachers should used diagnostic data to support student weaknesses and benchmark exams to assess student progress. The ten students that they work with will show a 3% increase on the benchmark exams
5. Lab days and assessment notebooks will be utilized in class by 100% of the teachers to assess student readiness for the Algebra Regents. Use of the strategies should mark a 3% increase on the Algebra Regents exam

**D. Timeline for implementation and completion including start and end dates**

1. Study group will meet weekly to address Algebra Curriculum from September 2013 – June 2014
2. CFN liaison and Legacy Pathways point person works with algebra teachers twice a month in their classroom
3. Identify rubric in the fall to be implemented throughout the rest of the school year
4. Tutoring assignments will occur during the Fall 2013 semester and be maintained through the Spring 2014 semester for most teachers. Teachers who do not have the same classes during the Spring will be re-assigned students
5. Lab days will occur weekly starting December 2013. Assessment notebooks are used weekly.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Legacy Pathways paid consultation fee through ESI Grant to work with teachers once a week
2. Network rate
3. No cost associated with this activity
4. No cost associated with this activity
5. No cost associated with this activity

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Host a Meet and Greet between parents, teachers and administrators to discuss new Common Core Learning Standards
2. Provide parents with workshops on literacy and math
3. 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
4. The school will create and distribute a syllabus outlining the grade policy and protocols of the specific ELA class and distribute a parent handbook outlining the policies and protocols in the school, specifically relevant to homework policies and support services
5. Provide Saturday or during the week workshops to give parents strategies on how to assist their children with academic strategies to support new/old Regent exams and other assessments

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Public School Funds 77 ESI

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, the number of occurrences, suspensions and classroom removals will decrease by 2% as measured by the DOE OORS report.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Decreasing the number of suspensions. Last year the school received a **C** on this area of the Progress Report – respect and safety having the lowest metric across stakeholders (parents, students and teachers).

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Decreasing the number of suspensions. Last year the school received a **C** on this area of the Progress Report – respect and safety having the lowest metric across stakeholders (parents, students and teachers).
2. Student Council and assemblies will be instituted to increase communication and allow for student issues to be raised and addressed
3. Skedula will continue to be used to bridge the communication gap between administrators, students, parents and teachers
4. Students will be celebrated monthly based on various themes, most improved academically and attendance, community service, after-school programs, etc.
5. BIP plans will be utilized for students who have been identified as having ongoing disciplinary infractions

#### **6. Key personnel and other resources used to implement each strategy/activity**

1. APO and deans
2. Teacher facilitators
3. Administration, deans and teachers, parent coordinator – Datacation/Skedula system
4. AP's, Guidance Counselors, Parent Coordinator and Student Council
5. Guidance Counselors and deans

#### **7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 5% decrease in the number of suspensions in OORS
2. Surveys that suggest that the tone of the building is continuously improving
3. 5% increase in the number of parents, students and teachers who use it, in addition to an increase in the communication section score on the Environmental Survey
4. 5% decrease in the number of conflicts that occur in the building –Academic and behavioral improvement of the students identified
5. 3% increase in the academic scholarship of the student

#### **8. Timeline for implementation and completion including start and end dates**

1. Data will be collected every month to compare the number and type of infractions in order to put the necessary interventions in place before it becomes a larger concern starting September 2013 and ending June 2014
2. Assemblies conducted monthly to address community concerns and recognize students who are doing well
3. Skedula data visited monthly to determine parent, teacher and student use
4. Recognition board changed monthly, starting September 2013 and ending June 2014
5. Monthly PPT meetings starting September 2013 and ending June 2014

#### **9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. No cost associated with this activity
2. No cost associated with this activity
3. Skedula paid for via DOE funding
4. Per-session paid to guidance counselor and other teacher facilitators to assist with preparation of events
5. No cost associated with this activity

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Host a Meet and Greet between teachers, administrators and parents
2. Provide Saturday or during the week workshops to give parents strategies on how to assist their children with social and emotional issues
3. Provide parents with workshops on Skedula

4. Host a grade night to speak with parents specifically for the determined grade
5. Host a celebration honoring parents and teachers

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Public School Funds 77 ESI

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By August 2014, 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 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 C on the College Readiness section of the School Progress Report.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Use College Summit and Peer Leaders to assist students through the college application process as a means to motivate students to make progress towards graduation and apply to schools
2. Provide opportunities for enrichment through College Now programs and AP classes
3. Academic and social-emotional intervention
4. Increase parent communication around the college process

**2. Key personnel and other resources used to implement each strategy/activity**

1. Administration, Guidance Counselors, College Summit liaison and College Summit teacher
2. Guidance Counselors and teachers
3. Administration, Guidance, Teachers
4. Guidance, Parent Coordinator

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 2% increase in the number of students who enroll in a two or four year college without having to be remediated
2. All guidance counselors will conduct an analysis of the students who attend the College Now program and its impact on finishing HS and making though their first year of college
3. 3% increase in the number of students who are able to complete graduation requirements
4. Parents will be able to successfully help their children through the high school process

**4. Timeline for implementation and completion including start and end dates**

1. Peer leaders will begin their training in July 2013 and support their peers through June 2014
2. Courses will begin September 2013 – June 2014
3. All services will start at the beginning of October 2013 and end in August of 2014
4. Monthly workshops will be provided to support parents with academic initiatives or the college process

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. College Summit consultation fee

2. No cost associated with this activity
3. Saturday school - 8 teachers per session @ 3 hours a week
4. Per-session provided to teachers and AP's who conduct workshops

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Title I and Public School Funds 77 ESI will be used to provide parents with workshops or College Academy around career and college readiness and financial aid.
2. Senior Meeting nights (Fall 2013 and Spring 2014) to discuss academic criteria/standing and next steps

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Public School Funds 77 ESI

**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- We will engage in implementing frequent cycles of observation using the Danielson rubric to ensure teachers receive effective feedback to improve instruction and teaching practices

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Although we have been engaging our teachers in the language and practices of Danielson, we were not part of the pilot last year (2012-2013). We need to implement supports this year that will help them to continue to make a smooth and full transition into Danielson.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Ongoing PD throughout the year will continue to support teachers with meeting the criteria of the rubric
2. Walkthroughs will be scheduled with the Principal and Assistant Principals to develop common vision and alignment to the framework
3. In September the Initial Planning Conference teacher meetings will begin to establish teacher goals and Options (1 or 2)
4. Throughout the year we will provide PD targeting areas of need, which will entail providing feedback, strategies and support during departmental meetings

**2. Key personnel and other resources used to implement each strategy/activity**

1. All Teachers, Coaches, Lead Teachers, Instructional AP's, Principal and Talent Coach
2. Principal and AP's
3. Principal, AP's and Teacher
4. All teachers and Administration

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Fifty percent increase in lessons moving one HEDI levels as compared between the original and modified lesson. Teachers will be able to effectively reflect on their teaching practices during the pre and post observation
2. Composite walkthroughs will be conducted once a month as a way to norm the Danielson Rubric for administration and identify areas of concern in instruction
3. Initial Planning meetings and goals will identify starting points for administration and teachers to identify in what specific components teachers need to move and provide strategies to help them move at least one HEDI level
4. Professional Development will be provided in the following ways to ensure teachers and administration are impacted:
  - Lunch and Learns

- After-school Series
- Common Meeting Times/Wednesday Meetings
- One-on-one coaching
- Meeting Protocols

The teachers will be observed against the rubric to identify if they have made any progress in the areas provided in PD against the HEDI scale

**4. Timeline for implementation and completion including start and end dates**

1. Starting in August teachers will be provided with additional PD around the Danielson rubric to calibrate practices especially in the areas of engagement, questioning and assessment.
2. Starting in September the administration team will do composite walkthrough's to establish norms and work closely with the DOE talent coach to become better familiarized with the process. All teachers will be observed a minimum of three times a semester via a formal or informal observation between October 2013 and May 2014
3. Goal Setting and Self-Reflection will occur at the beginning, middle and end of the school year starting in September 2013 and ending in May 2014
4. PD development will occur monthly starting September 2013 to assist teacher area of need

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session will be offered to teachers attending summer and after-school PD
2. No cost associated with this activity
3. No cost associated with this activity
4. Common Meeting times 3x a month will allow AP's to hold meetings and Departmental Inquiry Team will be paid per session to meet twice a month for one hour

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Provide parents with workshops around the Common Core and CIE and how it relates to teacher evaluation

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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>• Throughout 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 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>
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> </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>

- |  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>• Pull-out Counseling</li><li>• PPT committee to identify and create solutions for specific students in the form of case studies</li></ul> |  |  |
|--|--|--|--|

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>3. Provide additional time through-out the week to support planning time and common meeting time</li> <li>4. Professional development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD</li> <li>5. Common Meeting time every Wednesday that focuses on building instructional strategies and CCLS</li> <li>6. Study groups with a focus on Danielson, UDL, CCLS, Culturally Relevant Teaching</li> <li>7. 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</li> <li>8. New Teacher Induction Program</li> </ol>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• We currently have five teachers in our building who are Common Core Fellows and three teachers who are part of a Teacher leader program. The fellow and teacher leaders assist with mentoring and providing their colleagues with support around CCSS via study groups, lunch and learns and after-school workshops.</li> <li>• Consultants from the CFN and other outside agencies have also been utilized to provide coaching and PD</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>We integrate Federal, State and Local Funds to support our STH students and other at-risk students in the following way:</p> <ul style="list-style-type: none"> <li>• Provide clothing, notebooks, pencils, pens, etc. when we have identified students with a need</li> <li>• After-school and Saturday school programs have been provided to support the academic and social-emotional needs of our students</li> <li>• Fee waivers are provided for PSAT, SAT and ACT, as well as CUNY and SUNY application fees</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Departmental meetings and Leadership Team meetings are used to identify the types of assessments that will be utilized outside of the regents, for example summative assessments in the form of uniform exams, quizzes, diagnostics and performance series.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.;
- 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;
- provide meetings and workshops with parents to support student attendance and behavioral concerns
- conduct parent workshops with topics that may include: Common Core strategies used in the school based on our Instructional Focus of Writing Across Curricula, sharpening communication skills, 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;
- encouraging meaningful parent participation on School Leadership Teams, 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;**
- **invite parents to school Portfolio Roundtable and Curriculum Fair events to showcase student work**
- **providing web access or written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
- **continue to distribute a school newsletter and provide a web publication (school web site) designed to keep parents informed about school activities and student progress;**
- **Use of Skedula to provide regular written communication between teacher and the home in a consistent format and to the extent practicable in the languages that parents can understand;**

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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 2013 and March 2014
  - Parent Grade Meetings September 2013 and February 2014
  - Meet –N- Greet September 2013
  - 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 to 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 with 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
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Andrea Piper</b>	Assistant Principal <b>Deborah Fitzgerald/Jean Little</b>
Coach <b>type here</b>	Coach <b>Christopher Williams/Math</b>
ESL Teacher <b>Daniel Cordaro</b>	Guidance Counselor <b>Adele Hill Lauriano</b>
Teacher/Subject Area <b>Taalib Brown/English</b>	Parent <b>Ms. George</b>
Teacher/Subject Area <b>Aya Dixon/English/Special Ed.</b>	Parent Coordinator <b>Maxine McAdoo-Lavell</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>626</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>3.51%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Discrete ESL class										7	8	5	2	22
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	8	5	2	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	6
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12	2	1	7	1	4	3	0	1	22
Total	12	2	1	7	1	4	3	0	1	22

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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										2	4	2	0	8
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	1	1
Urdu										0	0	0	0	0
Arabic										2	0	0	0	2
Haitian										3	2	0	1	6
French										0	2	1	0	3
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	2	0	2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	7	8	5	2	22

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										3	6	2	1	12
Advanced (A)										3	2	3	1	9
Total	0	0	0	0	0	0	0	0	0	7	8	5	2	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		1	
Integrated Algebra	6		4	
Geometry	1		0	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	0		0	
Earth Science	2		0	
Living Environment	7		1	
Physics	0		0	
Global History and Geography	4		0	
US History and Government	7		0	
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In the fall semester, students are given a practice version of the NYSESLAT. Their performance on the practice exam helps the ESL teacher to isolate skills in need of improvement, as well as to find leverage points where students could demonstrate gains after explicit instruction in how one skill set identified as an area of strength (e.g. ability to accurately summarize text) could be used to address an area of need (e.g., providing specific evidence to support a claim). Additionally, this year all ELL students took the ELA performance diagnostic in argumentative writing. Item analysis of results will be used to inform instruction in ELA and ESL, as well as to provide guidance for writing instruction in each subject area. The Saturday Scholars Program was also designed to address common areas of need in the ELL population as well as across the entire school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Students typically progress through language acquisition and academic proficiency in patterns consistent with research. Most students acquire basic communicative skills over a period of 3-5 years and are developing their academic language proficiency over a four to seven year span. Generally speaking, students' performance in speaking and listening progresses more quickly than their abilities in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As students' skills in reading and writing progress more slowly than their abilities in speaking and listening, their verbal presentation and discussions will be used to leverage literacy work within the ESL class and across content areas. Within the ESL class, students are assigned to groups based on language proficiency levels, and participate in differentiated reading and writing tasks, with frequent opportunities for whole class discussion and presentations that are thematically linked. This affords students at lower literacy levels the opportunity to benefit from conversation around complex topics and gain exposure to advanced vocabulary, while simultaneously reinforcing learning for higher level students by creating accountability within the whole class for their more advanced work.

4. For each program, answer the following:
  - a. 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?

No ELL students have opted to take the Regents Exams in their native language; exams in native language are ordered and provided for the students on the day of the exam, but all students to date have taken the exams in English only. Students passing rates for all exams remain very low, with the exception of Algebra.

Instruction in the ESL classroom is modified based on the results of the ELL Periodic Assessments as well as student performance on other assessments including the ELA Performance Diagnostic and diagnostic assessments in other content areas. Students who require academic intervention and additional support in addition to ESL instruction are identified by the school administration and guidance counselors and are scheduled for outreach and tutoring.

Based on the Periodic Assessment results, we know that many of our students struggle with reading and writing, especially when content-specific or academic vocabulary is required for successful completion of the tasks. The ESL teacher has increased the amount of direct instruction of vocabulary, especially focusing on high-frequency words required by the content area Regents exams. Reading is the primary focus this year, with students doing much more independent reading as well as reading of whole class texts. Independent reading is designed to build students' fluency and stamina, increase their vocabulary, and provide authentic opportunities for notetaking and discussion in class. Students are responsible for tracking their own reading, as well as that of a conversation partner. Class readings focus on helping student build and activate schema, two areas in which they have demonstrated need.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Information on second language development is provided to content area teachers, including specific strategies and instructional supports that have proven effective at different proficiency levels. These include having students identify root words in different subject areas, providing opportunities for students to summarize and explain their learning in their native language prior to producing

that work in English, and providing alternate ways for students to demonstrate understanding, through images, actions, and orally rather than in writing.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of ELL specific programs is determined by a variety of measures. These include credit accumulation and Regents passing rates for ELL students, especially as compared to the state requirements and comparative cohort performance, anecdotal reports from content area teachers, portfolio performance in different classes, and other scholarship data generated each marking period.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When the parent and student enters the school, they are welcomed by the Assistant Principal and Guidance counselor. Based upon needs the parents will be provided with a translator from the school or through the board of education. The parents are informed of school policies academics and parental and student support. They will also receive materials to assist with them with all resources available to parents and students. A trained pedagogue administers a Home Language Survey (HLIS) to identify each child's language proficiency. In-school translators are available to provide support with the completion of this form. If the student is identified as eligible for Bilingual Instructional Services, a SIFE survey and informal interview are conducted by a licensed pedagogue, ESL teacher and Assistant Principal. Every student takes the Language Battery Assessment (LAB-R) or the Spanish LAB for Spanish speaking ELLs, as appropriate, to determine if the student is English Proficient or an English Language Learner. (If the Home language is English or student's only language is English, the student is not an ELL student. The student will enroll in a general education program. The exams are administered by the Assistant Principal or ESL teacher. If the student scores at or above proficiency, the student will go into a general education class and is not considered an ELL. If the student is an ELL, the parent must choose one of the three options, TBE, DUAL, or ESL. Parents are informed about their child's identification through an entitlement or NON entitlement letter and are scheduled to participate in ELL parent orientation with the APO. During the orientation, parents are introduced to ACORN Community High School and are informed about the ESL services available within the school, as well as programs available at other schools, including Transitional Bilingual and Dual Language instruction. Each parent completes a Parent Selection form, and the child is enrolled within the appropriate program within ten days.
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.  
Parents are informed about meetings through the Parent Coordinator. Parents attend an orientation session that gives full descriptions of each program available for ELL students. Brochures that are printed in the families' native languages are distributed to provide additional information about the services available through each of the programs. In addition, the New York City Department of Education video is shown to parents, explaining all three of the options in their native language. Only after reviewing all of this information are parents provided with the parent selection form in order to request specific placement. This information is recorded in ATS and the student is then administered the LAB-R to decide placement within the ACORN ESL program. Student placement is secured within ten days of parent request.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement letters are distributed by the APO or the parent coordinator, directly to each student. All letters are returned and stored in the ELL Binder in the APO's office. Parent Survey and Program Selection forms are completed in person in the presence of the APO during the orientation or sent home with the student. The information is entered in ATS by the pupil accounting secretary and the forms are then stored in the ELL binder.

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.

Parents receive the information on all programs (ESL TBE, and DL) available through the Board of Education during the informal and formal meeting. All students in the ESL program are administered the LAB-R prior to placement in a specific proficiency level. Subsequent to the initial interview, communication with the students' family continues in order to ensure that families understand the language needs of their child and the services provided to support them through ACORN's ESL program. A translator is used to ensure that families understand the process when necessary. Once the parents make the decision, it is placed in ATS, ELPC screen within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ESL classes conduct practice tests in both fall and spring and use outcomes to tailor instruction based on the needs of each group as well as specific individuals. Literacy and conversational skills are stressed throughout the school year, with explicit instruction in test-related vocabulary and test structure providing a solid foundation of preparation for the NYSESLAT. Prior to test administration, the APO and ESL teacher designed an assessment schedule to provide sufficient assessment time for each student in every section. A teacher from outside the ESL program administers all parts of the exam. The Speaking portion of the exam is conducted within a ten day window, with each student assessed individually by the outside instructor. The Listening, Reading and Writing sections of the exam are conducted on three different days, with a one day break between sections. Makeup exams are scheduled on an as-needed basis. Home contact is made to ensure that the student is aware of and available for assessment. Any portion of the exam that must be made up is conducted by the same outside instructor. Students are permitted to make up any portion of the exam until the test windown closes. The RLER from ATS is used to determine students who are eligible for the NYSESLAT exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  All but one of the parents completing the Parent Survey and Program Selection forms over the past three years have opted for the ESL program. That student was placed in a Bilingual program as requested by his parents. All other students have been placed in the ACORN ESL program, per their parents' request. The program we offer here is aligned with the requests of the overwhelming majority of our parents.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])? All explicit ESL instruction takes place in a free-standing, departmental model.

ESL groupings are ungraded. The ESL teacher makes use of flexible groupings, including heterogeneous groupings by native language and homogeneous groupings based on language proficiency and/or grade level. All ESL students meet together one period a day, which provides opportunities for small group instruction as well as for students at varying levels of proficiency to interact with one another in an instructional "safe space" where they can test their language proficiency, provide one another with support in content area work, and build collaborative relationships. Additionally, students who are placed in the beginner and intermediate levels benefit from additional smaller classes that allow them to focus on developing targeted skills in listening, speaking, reading and writing.

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)?

Due to the programming of students in a tiered system of classes, all students are programmed to receive in excess of the the mandated instructional minutes per level. Advanced students are programmed for 210 minutes of instruction; they are mandated for 180. Intermediate students are programmed for 378 minutes of instruction; they are mandated for 360. Beginner students are programmed for 598 minutes of instruction, although they are mandated for 420. All students are programmed for ELA courses in English at their grade level--students at all levels receive 210 minutes of instruction in ELA.

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 foster language development and meet the demands of the Common Core Learning Standards.

All ELL students are programmed for a regular course load that mirrors the courses taken by other students at their grade level. Although teachers in the content areas are not ESL licensed teachers, they work with the ESL teacher to provide targeted supports and scaffolds within their instruction. In addition, the ESL teacher infuses content area vocabulary and instruction in the ESL class to aid students in functioning independently. All but one of our ESL students are either Advanced or Intermediate, with all but one of the Intermediate students performing at the high end of the range. As such, most of the scaffolds and approaches focus on helping students organize information and create structures for reading and writing in English.

Curriculum for all content areas is fully aligned to the CCLS--teachers in these content areas meet regularly to revise and strengthen curriculum and create scaffolds and supports for any students who may struggle to meet requirements. These supports include graphic organizers, glossaries (including illustrated glossaries) to aid in comprehension of complex texts, writing scaffolds including sentence starters and cloze paragraphs to facilitate notetaking, and the use of text coding, annotation systems, and Cornell Notes to encourage student engagement with reading materials. Writing supports are created to be used interdisciplinarily, including standardized systems for instruction and assessment in content-specific writing tasks, multiple opportunities to revise writing, and common rubrics that isolate specific skills for further development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year? Teachers are given the option of allowing students to complete part or all of their assignments and projects in their native

language, as appropriate to the task and the students' language proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL classes include diagnostic testing at the beginning of the school year and ongoing assessment throughout the course to ensure that students receive appropriate support and challenge as their proficiency levels increase. The ESL teacher has selected the Milestones texts published by Cengage Learning. These units of instruction require that students work in all four modalities on a daily basis, with formal assessment and feedback provided at the culmination of each unit. Ongoing informal assessments include conferencing, reviews of student work, and the use of projects aligned to current student learning. The ESL and representatives from the ELA department collaborate to ensure that students are appropriately instructed and evaluated in the four modalities in their ELA coursework. The ESL teacher has conducted norming activities around evaluating the written work of ELL students, and is also collaborating on vocabulary instruction with the ELA/SpEd teacher.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The instructional plan for our 3 SIFE students is under development. We plan to create a personal needs profile for each of these students, targeting specific skill areas in math and ELA. These students have been assigned to receive AIS services through our Saturday Scholars program, which provides targeted intervention in cross-curricular literacy and math skills with an emphasis on problem solving and math-related writing. These students have access to simplified texts in the ESL library.

b. For our 11 newcomers, we focus on building academic and content-area specific vocabulary, as well as structures to aid in reading and writing independently. These students are encouraged to attend free tutorial sessions at the school during the week and are offered the opportunity to participate in the Saturday Scholars Program

c. For ELL students who have received services for 4-6 years, we focus on developing proficiency prior to becoming a long-term ELL.

d. Our 2 long-term ELLs struggle with reading and writing; both were able to pass their listening and speaking assessments in the spring and both are currently advanced in reading and writing. Instruction for them focuses on monitoring their literacy performance in ESL and ELA courses closely, looking for opportunities to refine their skills in these areas, and providing tutoring at will for both students. This is supported throughout the content areas through the school-wide instructional focus on writing and portfolio based work, which provides explicit instruction in writing in every content area, as well as a focus on the use of planning, review and revision of written work.

e. Former ELLs are offered support through the after school and Saturday School tutoring programs. In addition, all former ELLs receive testing accommodations for the two years following their testing proficient. These accommodations include the following, as explained in the September 2008 letter from the superintendent: Time and a half for exams, separate location for testing, third reading of the Listening Section on the ELA Regents, bilingual glossaries for use during state exams, access to simultaneous use of English and Alternate Language Editions of Regents exams, and the right to respond in their native language on native language editions of the state test.

7. 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?

The ESL teacher works in close collaboration with the SpEd/ELA teacher and the transition coordinator for the Special Education department to identify opportunities for intervention and support. All students who are classified as both ELL and SWD are flagged by the special education coordinator to ensure that they are programmed to receive their full complement of services. Based on the needs and accommodations outlined in each student's IEP, the ESL teacher is able to provide appropriate scaffolds and lesson modifications to ensure that students' language acquisition and special education needs are met within the ESL course. The ESL course makes use of a wide range of materials, including film, audio, and visual supports, which provide multiple points of entry into course material, and have proven highly engaging for SWDs as well as general education ELLs. Students who require extended time, read-aloud, and scribe services as well as other testing accommodations receive those accommodations, and students are encouraged to continue revising their work to improve their comprehension and fluency, as well as to build skills in specific content areas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students are placed in the least-restrictive environment on a course by course basis in response to data from class performance, test scores, student interest, and requirements outlined in each student's IEP. Due to the small size of the ELL population at ACORN, even students mandated for small group instruction can benefit from the nature of the ESL class, receiving targeted

instruction and intervention from the ESL teacher and the related services providers to facilitate parallel gains towards English proficiency as well as IEP goals. The special education and ESL teacher meet to discuss the language and special education needs of each student at the end of every semester--based on student progress and interest, programming recommendations are then made to ensure that the student is in the least restrictive environment on a course-by-course basis in order to maximize time spent with non-disabled peers. This could mean, for example, that a student who is in a self-contained setting for math is in an ICT setting for English and participates in a general education setting for computer technology or visual art. The goal is for students to be consistently moving towards less restrictive environments in every subject area while still receiving the appropriate level of support in areas of struggle.

**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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

**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	45 minutes per day	45 minutes per day	45 minutes per day

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

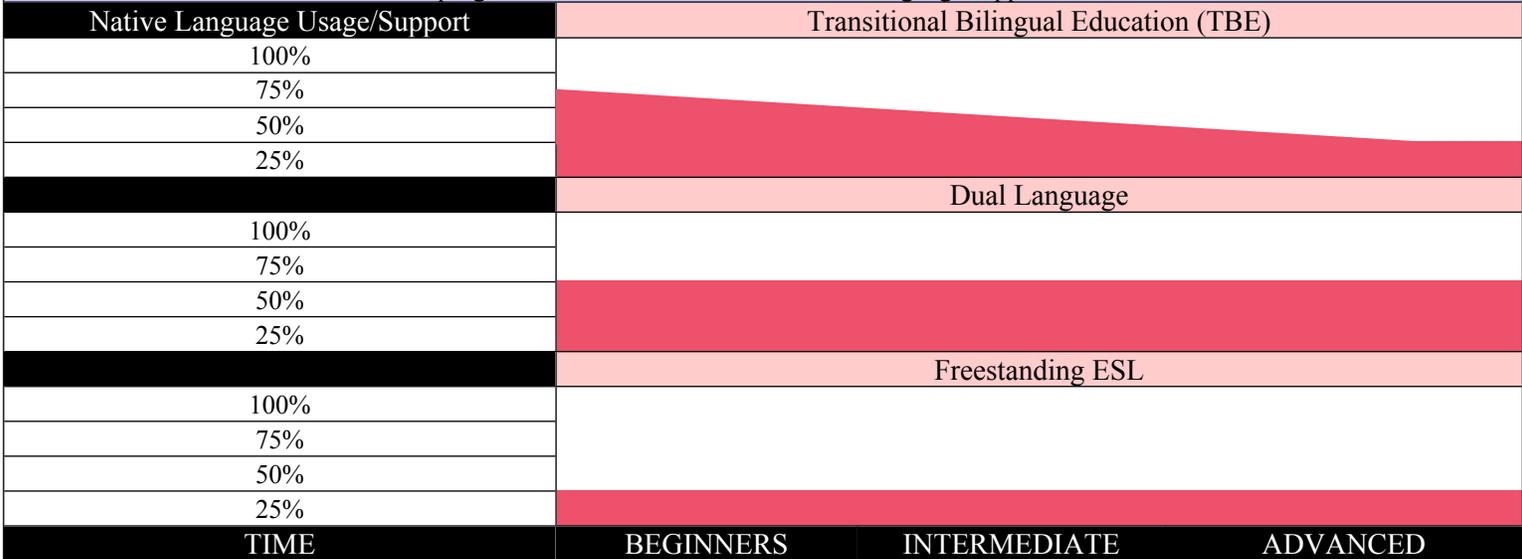
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Students in the ESL course are exposed to text and strategies designed to support and enhance students' performance in their other courses. Specific vocabulary and content are taught in anticipation of the work they will be required to produce in other courses. The ESL teacher works in close communication with teachers of other content areas to identify specific areas of need and methods for intervention.

Bilingual dictionaries in Spanish and English are required for all students whose native language is Spanish. Students have access to peer tutoring with students who speak their native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The NYSESLAT report, RLAT is used to assist teachers with the what strengths and weaknesses the students have in Reading, Writing, Speaking, and Listening. The teachers in different subject areas also have assessments to determine the growth of the students. The teachers also receive the RLER for the years of service and home language of the student. Teachers have common meeting time to discuss student progress and strategies.

11. What new programs or improvements will be considered for the upcoming school year?

Additional bilingual dictionaries will be provided for students in languages other than Spanish. Structured professional development and workshops will be offered to help teachers of ELL students identify QTEL strategies to support students' instruction in their specific content areas. ESL teacher and other staff will work together to identify technological supports including native language websites and other resources that students may access independently or during class for instructional support in various content areas.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ESL students are provided access to all school programs, including supplemental services such as the Saturday Scholars program, which targets specific literacy skills to improve student performance in all subject areas. Announcements regarding afterschool programs and activities are made in the ESL classroom, and written descriptions of programs and activities are sent home in translation.

Curricular Programs offered include: Boys Block ESI advisory, AVID advisory, Law electives, Dance Elective, Computer Technology Electives, Peer Mediation/Conflict Resolution

Extra Curricular Programs offered include: Basketball, Track, Soccer, Girl Power, Debate, Dance, Anime Club, Magic Club,

Services Offered:

9<sup>th</sup> Period Tutoring (Lab Style and Peer Tutoring), Saturday Regents Review, Saturday Scholars (literacy intervention), iLearn Saturday Lab, Credit Recovery Programs,

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Students are supported using films, music, and images to help students establish context. Instruction in all classes, including content areas, makes use of PowerPoint and SMART Board technology to promote interactive learning. The class library in ESL allows students to access a broad array of literature and informational texts at their level of proficiency and in their areas of interest. Texts are selected with the intent of supporting students' acquisition of language skills as well as content-specific knowledge.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language speakers on staff are available to provide support and outreach to students and families whose native languages include Spanish, Haitian Creole, and Arabic. The classroom library includes texts in Spanish, French, Russian, and Chinese, to allow students the opportunity to expand their reading in their native language.

Following each unit assessment, students create a newsletter entry in their native that summarizes their learning in that unit.

Students are able to work together to translate their learning in English into their native languages. Students are grouped according to language acquisition level for this activity.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All classroom and instructional support and services are designed to support students in transitioning into high school and building a successful high school experience. Texts that include lower-level vocabulary are developmentally appropriate for adolescents and include engaging themes common to high school students: love, family, friendships, search for identity, etc. All instructional supports are designed to assist language learners in engaging in rigorous college-preparatory coursework. Students are frequently grouped within the ESL classroom according to grade level, to provide support and intervention specific to the coursework they are currently enrolled in.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students who are enrolled over the summer receive an introductory letter explaining the school and the ESL program and outlining the programs and activities available. New students meet with the APO to discuss school policies and procedures as well as the ESL program. New students are paired with a student who shares the same native language and can act as a personal guide to ACORN . The same onboarding process is offered to students who enroll during the school year.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### Professional Development and Support for School Staff

Describe the professional development plan for all ELL...

1. Our teachers receive a list of our current ELL students during our September and January Chancellor Professional Development days. The staff receives information on student data to analyze areas their students may need assistance with to pass their classes or do well on exams. In addition, during the Chancellor PD days the administrative team provides staff (guidance counselors, paraprofessionals, school aides and secretaries) with strategies and interventions to promote cultural awareness, academic and social/emotional assistance. The last Monday of each month (10/28, 11/25, 12/16, 1/27, 2/17, 3/31, 4/28 & 5/26) the LEAD teachers and administrative team meet to discuss and identify strategies to improve instruction and curricula, especially supports for our ELL and SWD. This in turn is turn keyed to the rest of the teaching staff during the cohort/department meetings on Wednesdays.

Our ESL teacher has received professional development both inside the school and outside of the school, through administrative and CFN support, in addition to visitations to other schools which have a productive and progressive ELL program.

The Guidance Department uses their PPT meetings to address specific needs of individual students, some of which are ELL. Once a month during the Guidance Department meetings, the guidance counselors discuss supports that can be potentially used with the ELL students. The guidance counselor will also attend at least two ELL meetings provided by our CFN.

2. Currently, we have five Common Core Fellows who work with teachers (including our ELL teacher) to support them with developing curricula and tasks specific to their student needs. CCLS Study groups meet afterschool on Monday and Tuesday of each week. Teachers use that time to further develop their curricula and lessons to support the implementation of CCLS for all students. The ELL teacher is expected to attend a study group meeting at least once a month.

3. As mentioned above, the instructional staff and support staff are continuously updated with ELL changes throughout the year via department meetings and whole-faculty meetings.

4. During the year all of our teachers are given ELL training via Whole Faculty Meetings and smaller PD's which will occur during Regents week and Chancellor PD days. A record of the PD's are maintained via an agenda, archived materials and an attendance list. The Professional Development activities, which start in September, include specific data (names of ELLs, levels, NYSESLAT progress, etc.), strategies to support ELL learners that can be used in the General Education classroom and how to build CCLS supports for ELL learners to be reflected in curricula and lesson plans. All of which will be conducted by the administrative team, the Legacy Pathways consultant, Common Core Fellows and CFN support staff.

Teachers will continue to receive PD to comply with the 7.5 hours. The bulk of our PD will occur during the January Regents week where teachers and support staff will be offered a series of three, one hour workshops on ELL strategies to specifically support the CCLS standards and transition, an 1.5 hour workshop during the Chancellor's PD Day on February 3rd, followed up with a 1.5 hour Whole Faculty PD on ELL strategies the first Wednesday in March.

Sample of a few of the topics and PDs:

January 22, 2014

Division of SWD and ELL-SInstructional Classroom Strategies

February 3, 2014

Division of SWD and ELLs - Multiple Opportunities to Read, Talk and Write About Complex Text/Writing

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

All parents are welcomed into the school and invited to participate in the Parent Association. The school hosts an annual Thanksgiving dinner to celebrate the different nationalities and cultures of our students. Families of students participate by contributing dishes and are invited to join their children at the school for the feast.

All parents are encouraged to come to the school with their child during enrollment and are shown a video explaining ESL instruction and DoE policies. ACORN hosts an annual meeting for all ELL parents in September of each year to inform parents of expectations, clarify the services and programs available to the students and explain any changes to the ELL program. Parents are provided transcripts for their children, and they are encouraged to ask questions and get additional information.

During the intake interview, the APO conducts an informal interview with the parents to identify any specific needs they may have as a family. Families are informed of available workshops and programs for ELL families, including free services hosted through the NYCPL, and continuing education programs offered by the NYC Department of Education.

As students continue in the ESL program, their families receive updates on their progress in language acquisition, as well as tips for what the family can do to facilitate students' acquisition of English language skills.

## E. 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.

N/A

## 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)
Andrea Piper	Principal		1/1/01
Deborah Fitzgerald	Assistant Principal		1/1/01
Lavelle	Parent Coordinator		1/1/01
Daniel Cordaro	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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.

The school uses data from ATS, ARIS, and informal interviews with parents to determine the number and types of languages spoken at home. Based on this information, we determine whether it is possible to provide written translation and oral interpretation within the building, or if outside services will be required.

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.

Of our ELLs students, written translation and oral interpretation needs were identified for the following languages and quantities of families: Spanish: 7, Bengali: 1, Arabic: 2, Haitian Creole: 6, French: 2; Wolof: 2

All staff members are informed in writing of the home languages of all students in the first week of school; this information is also available via skedula, as well as in the SESIS report for SWDs.

## 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.

If written translation is required, we have those services available through native speakers on school staff in Spanish, Arabic, and French. For all other languages, we submit requests to Interpretation Unit at the NYC Department of Education, or we use translated materials provided by the Department of Education.

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

If oral interpretation is required, we have those services available through native speakers on school staff in Spanish, Haitian Creol, Arabic, and French. For all other languages, we submit requests to Interpretation Unit at the NYC Department of Education.

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>.

All parents are provided with a printed copy of the Bill of Parent Rights and Responsibilities in the covered languages. A welcome sign and notification of the availability of translation services in the various languages spoken on staff are posted at the entrance to the school and in the main office, as well as in the parent coordinator's office. Included in the school safety plan is the provision that all parents who are non-native English speakers will be provided with the cell phone number for the parent coordinator, as well as directions for how to contact her in case of a school emergency. These parents also receive location and contact information for evacuation sites. All of this material is provided in the parents' native language.