

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**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:** LORRAINE BOYHAN

### 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	
Nicole Jones	*PA/PTA President or Designated Co-President	
Jacqueline Furman	DC 37 Representative, if applicable	
Calvin Rodriguez Kathy Stanley	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	
Candace Douglas	Member/ UFT	
	Member/ UFT	
Sureenpa Bacon	Member/ Parent	
Julia Gonzales	Member/ Parent	
Victor Hines	Member/ Parent	
Evette Beatty	Member/ Parent	
	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.
- 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).

## **Guidance for Developing 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 2014-15 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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>X</b>	<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 January 2015, June 2015 and August 2015, respectively our Economically Disadvantaged, SWD, Black and Latino Male students will demonstrate progress towards achieving State and College Readiness Standards as measured by a 1% increase at each Regents administration for a total of 3% increase for the year in scoring a 75% 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.

- Last year our students pass rate for the ELA Regent was 66%, however only 38% achieved a 75 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**

1. Develop a curriculum map that has tasks, assessments, modules and unit plans that reflect CCLS and reading and writing task that reflect Cultural Responsive Teaching
2. Teachers in the English Department will continue to receive ongoing professional development through Teaching Matters, use of the Scholastics ID Curriculum with current 9<sup>th</sup> grade students and CFN Literacy/Writing support
3. English teachers will also receive professional development re: Culturally Responsive Teaching techniques and strategies to improve the achievement of African American male students
4. Continue to create portfolio oriented tasks to build more opportunities of success and emphasis on performance based assessment, which include argumentative and informational related writing assignments. Portfolio work will be established in both traditional (binder/folder collection) or digital (Edmodo/Skedula)
5. Provide Regents Preparatory opportunities through after-school, Saturday School and in class assignments. Students who have acquired a 75% or less on the ELA Regents or have not passed the ELA Regents will be identified using STARS data and New Visions CFN sorter. A data analysis of the last ELA Regents will be done to provide teachers with information to assist students with areas of need. In addition, the school will use the Regents Prep Tool to identify students, student support and attendance
6. Provide opportunities for parental involvement and education via ongoing training on GoogleDrive and GoogleDocs as systems that integrate student performance, student electronic portfolios and formative class assessments and/or grade band assessments

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

1. AP Humanities, Lead English Teacher, Teaching Matters, English Department and New Visions
2. Administration, New Visions, Lead Teachers, Teaching Matters, Scholastics
3. Administration, Teachers
4. Administration, Teachers, Teaching Matters Liaison, New Visions
5. Administration, Teachers, New Vision Sorter
6. Teachers, Parents, Administration, GoogleDocs, GoogleDrive GoogleChrome, Skedula

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

1. By the end of 2014-2015 a curriculum that reflects common core standards, cultural relevance, and resources that support student needs will be completed. Teachers will have an opportunity to implement the tasks throughout the year and use both in-house assessments and the Regents to assess curriculum impact.
2. Each month teachers will participate in professional development to provide writing and literacy strategies to support increased ELA Regents results and the school's instructional focus. Teachers will participate and collaborate in weekly Monday department meetings. The meetings will also be used to align curriculum, through lesson studies and using protocols to look at student work in order to identify student weaknesses and provide the proper strategies of assistance. In addition, 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
3. The Danielson rubric and CRT 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 and observable characteristics of CRT

4. Identified students will receive extra assistance via the following modalities:
  - a. Afterschool, Saturday School and lunch tutorials
  - b. Use of PACE to reinforce writing strategies
  - c. An analysis of teacher made diagnostics, MOSL and ELA Regents results will be utilized to determine specific student needs and modify lessons to provide students with additional layers of support in writing
  - d. In the Spring Semester of 2015 a Writing Lab will be established to support and reinforce writing skills
5. Administration will provide 11<sup>th</sup> and 12<sup>th</sup> grade ELA teachers with list of students who are close to acquiring the 75% on the ELA exam and students who have not passed the ELA exam, in order to pinpoint the necessary support. Use of ELA REDS and mock ELA Regents to provide teachers with initial data to outline strategies to support students on next steps for ELA Regents preparation. The initial mock ELA Regents will be used as a benchmark; the additional mock exams will be used to monitor student progress. The Regents Prep Tool will be used to monitor the attendance and the type of support 11<sup>th</sup> and 12<sup>th</sup> grade students are receiving.
6. Teachers will generate electronic portfolios via Skedula and GoogleDrive. Teacher assignments and class notes will be posted to Skedula and organized via each student's OSIS number.

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

1. Curriculum building and implementation will begin in September 2014 and end on June 2015. Full faculty PD will be held once a month to provide a school-wide strategy in literacy, writing or technology and department meetings will be held following full faculty PD will occur to support literacy and writing on Mondays and on alternate days for small sub-groups (i.e. algebra, 9<sup>th</sup> Grade English Teams, etc.) to support curriculum and lesson building.
2. Professional Development will occur monthly from September 2014 to June 2015 on Mondays and Tuesdays. The Teaching Matters liaison will work to provide specific strategies around lesson planning, curriculum building and coaching on Mondays, primarily with ELA, Social Studies and Science teachers
3. Professional Development will occur for CRT from September 2014 to June 2015 as reflected in the school's Professional Development calendar
4. Every Wednesday, Thursday Friday and TBD Saturdays from September 2014 – June 2015
5. Process to begin in November of 2014 and end in June of 2015
6. Electronic portfolios, student assignments and class notes will be integrated into Skedula beginning in January 2015 and be fully integrated by June 2015.

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

1. Title I will be used to provide opportunities for teachers to participate in a PD through Lunch and Learns, Workshop Series or outside PD for curriculum building opportunities – per-session provided for after-school session as needed.
2. Title I and the Expanded Success Initiative grant money (Public School Funds 77) will be used to provide teachers with professional development, through Teaching Matters.
3. Title I and the Expanded Success Initiative grant money (Public School Funds 77) will be used to provide teachers with professional development, through Teaching Matters.
4. Tax Levy Children First Network Funding will be used to provide professional development through the CFN, in the form of expert groups.
5. Tax Levy Fair Student Funding and Expanded Success Initiative grant money will provide Saturday and after-school funding to support intervention services for credit attainment and Regents' preparation.
6. Skedula and GoogleDrive resources provided through New Visions – Title I funding used to fund New Visions CFN Network

**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. Teachers will create and distribute a syllabus outlining the grade policy and protocols of the specific ELA class during the Fall and Spring Meet/Greets and Parent/Teacher Conferences.
2. 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. Freshman parents receive the handbook during Freshman Orientation. Over-the-counter students will receive the handbook upon initial school enrollment.
3. Provide Saturday or during the week workshops to give parents strategies on how to assist their children with academic strategies around ELA and math
4. Provide parents with workshops on Common Core Learning Standards and Skedula to maintain communication about student progress, attendance and assignments.
5. Provide training opportunities for students and parents on electronic portfolios, GoogleChrome, GoogleDrive, GoogleDocs and Skedula.

**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.



## 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 August 2015, (as measured by 1% increases in January, June and August 2015) 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 77%, however only 11% 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**

1. Continue to provide and protect job-embedded professional development to build teacher capacity.
2. Continue to provide clinical supervision from instructional leadership team which includes principal, assistant principal, and school based coach.
3. 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.
4. The New Visions will continue to assist by providing PD around CCLS through classroom visits, in class coaching and PLCs.
5. Develop and implement rubrics that support student understanding and criteria for self-reflection.
6. Continue to provide tutorial classes afterschool, during lunch and on Saturday to improve identified math skills.
7. Implement Lab days and assessment notebooks which 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.
8. Develop and implement a Math lab to provide students with individualized instruction. The Math Lab is open during the school day and is modeled after a college lab to provide academic intervention.
9. Implement the use of the "Transitions to Algebra" curriculum materials and resources to strengthen the skills of struggling students that enter ACORN

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

1. Legacy Pathways, Math AP and Math Coach
2. CFN liaison and Math AP will collaborate
3. Math AP, Teachers and Math Coach
4. Math Teachers
5. Math Teachers
6. Math AP and Math Teachers
7. Math Teachers

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

1. By the end of school year 2014-2015, 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 2014-2015 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 use 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 2014 – June 2015
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 2014 semester and be maintained through the Spring 2015 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 2014. 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. Ensure Parent Coordinator provides on-going communication and support to parents that focus on school goals, curriculum initiatives and enrichment activities via Meet/Greet, Parent/Teacher Conferences, and math related workshops
2. Host a Meet and Greet between parents, teachers and administrators to discuss the Common Core Learning Standards and how they are being integrated into the current math curriculum; In addition to sharing specific links to support parent understanding of the math content; for example Engage New York, Transitions and Kahn Academy
3. Provide parents with workshops on literacy and math with attention to college and career readiness.
4. The Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (i.e., PTA) to share information and respond to parent questions
5. The school will create and distribute a syllabus outlining the grade policy and protocols of the department and distribute a parent handbook outlining the policies and protocols in the school, specifically relevant to homework policies and support services.
6. 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.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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 2015, the yearly attendance average will increase by 2% as measured by ATS and the School Snapshot.

#### **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.

- Increase the school's attendance to a minimum of 81%. During the 2014-2015 school year ACHS received an Approaching Target in the School Environment section of the School Snapshot – attendance having the lowest metric.

#### **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**

Increase the schools attendance to 81%. During the 2014-2014 school year ACHS received an Approaching Target in the School Environment section of the School Snapshot – attendance having the lowest metric.)

1. Guidance Counselors and the Attendance Teacher will continue to identify chronically absent students and make out-reach to the parents/guardian on a consistent basis
2. Each cohort will be addressed in the following way:
  - Individualized meetings will be set up for incoming freshman who have had a history of less than perfect attendance in their middle school to provide support at the very beginning of their high school career.
  - In addition, 10<sup>th</sup> and 11<sup>th</sup> students who have between 60% - 80% attendance will be provided with the following intervention; individualized parent meeting to address attendance concerns, weekly attendance monitoring through guidance check-ins and attendance report snapshots, monthly assemblies with the principal to recognize improved attendance, small group meetings for students who have yet to improve their attendance
  - Twelfth grade students who have less than 80% attendance will be closely monitored by the Senior Guidance Counselor, parents of students who drop below the target will have to participate in a meeting with the principal and the guidance counselor at the school where next steps will be set up to help the student meet attendance success. Possible interventions may include daily check-ins with the guidance counselor, daily attendance sign-in ACORN Angel mentor, and/or attendance contract (depending on the severity)
3. An award ceremony will be given in May 2015 to honor both student and parents on perfect attendance and most improved attendance
4. Teachers will use part of their parent engagement time on Tuesdays to make phone calls, send e-mails and letters to parents of students who have been absent from their class during the week a minimum of two days
5. Parents/guardians will also be provided with workshops to make available information and resources to improve their child's attendance
6. Monthly review of LTA's to assess who potentially needs a Planning Interview and/or who could be placed at an alternative site that better fits their needs
7. Continue the use of the Phonemaster and Skedula to communicate student absence
8. Weekly raffles leading up to holidays to celebrate and recognize students who come to school and on time. In addition, providing students with perfect or improved attendance with certificates and shout-outs per term, and incentives. Grade assemblies to recognize students who have most improved and perfect attendance.
9. Cohort competition on best cohort attendance culminating in an end of the year field trip in June 2015

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

1. Guidance Counselors, Attendance Teacher and Administration, Pupil Personnel Aide
2. Administration and Guidance Counselors
3. Administration, Teachers, Parent Coordinator, Guidance Counselors
4. AP's, Teachers
5. Parent Coordinators and Administrators
6. Guidance Counselors, CFN Liaison, Attendance Teacher, Administration
7. Pupil Personnel Aide and Tech
8. Administration and Guidance Counselors

9. Administration, Teachers and Guidance Counselors

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

1. Clean-up and clear the 85 - 90% of No Shows currently on our register with correct codes
2. 2% increase in the number of students who maintain an attendance percentage of 80% and/or an increase of attendance to 90%+
3. 3% increase in the number of students who receive certificates for perfect attendance or most improved
4. Use Skedula to monitor the percentage of calls made weekly to parent/guardians
5. 2% increase in the number of parents who attend the workshop – 10 to 15 parents who participate in the workshop series
6. 100% of PIF eligible students (last resort) are provided with documentation for alternative pathways before being discharged with a code 39
7. 100% of the staff use Skedula to communicate with students and parents about attendance
8. 2% increase in the number of students who arrive on time in the morning
9. 5% increase in cohort attendance from January to June 2015

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

1. Clean-up of no-show data from September to December 2014
2. Initial review of incoming 9<sup>th</sup> grade attendance data starting in July & August of 2014 to identify the targeted student population and have initial meetings with the parents/guardians. Weekly review of grade cohort attendance beginning September 2014 to June 2015.
3. Review perfect and most improved attendance data reports for each grade cohort at the end of each term from September 2014 to June 2015 – Oct., Dec., 2014, Feb, March, May, June 2015
4. Monitor Skedula reports Bi-weekly from September 2014 to June 2015
5. Monitor the number of parents who have attended the Fall/Spring Parent Attendance meetings and workshops from September 2014 to June 2015
6. Monthly monitoring of students who are LTA's or No Shows from September 2014 to June 2015. Weekly attendance meetings to discuss actions being taken to address chronic attendance issues
7. Monitor Skedula reports Bi-weekly from September 2014 to June 2015
8. Monitor morning attendance percentages from September 2014 to June 2015
9. Review and report 9 -12 cohort attendance from January 2015 to June 2015

**5. 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. No cost associated with this activity
4. No cost associated with this activity
5. Title I Parent Involvement Funding will be used to provide incentives for parents and students for improved and perfect attendance awards, as well as Parent Workshops geared specifically to student motivation
6. No cost associated with this activity
7. Tax Levy Fair Student Funding will be used to pay for resources, such as funding for SchoolMessenger and assistance from a school aide to make personal calls about student lateness and absences
8. Tax Levy will be used for Supervisor per session and teacher per session for after school programs
9. Tax Levy will be used for Supervisor per session and teacher per session for after school programs

**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 to explain and discuss the policy, procedures and Chancellor's Regulations on attendance
2. Provide Saturday or during the week workshops to give parents strategies on how to assist their children with social and emotional issues that deter school attendance starting October 2014
3. Provide parents with workshops on the use of Skedula starting October 2014
4. Host a grade night to speak with parents specifically for the determined grade in September 2014 and in March 2015
5. Host a celebration honoring parents and teachers in June of 2015

***Budget and Resource Alignment***

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

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

## 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 2015, we will raise the school's 4 year College Readiness index to at least 70%

### 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 currently meeting the College and Career Readiness target, however we would like to continue to raise the bar in order exceed our current 4 year college readiness index of 67%

### 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. After several years of implementing the College Summit model the expectations and protocols are evidenced within our high school culture. The guidance team will continue to implement protocols and expectations.
2. Continue to provide training and support to Peer Leaders who assist students through the college application process as a means to motivate students to make progress towards graduation and apply to college.
3. Implemented a College and Career Readiness committee which included varied staff members for the purposes of examining college and career readiness goals and strategies for each grade level.
4. Provide opportunities for enrichment through College Now programs and AP classes.
5. Implement Credit Recovery program to ensure credit accumulation.
6. Continue to implement Parent University which provides parents with a well-developed understanding of the college application process and technical support.
7. Continue to ensure that the learning environment provides attention to college readiness and teachers promote college Fridays within their classrooms.

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

1. Administration, Guidance Counselors, and teachers
2. Guidance Counselors, teachers, and peer leaders
3. Administration, Guidance, and Teachers
4. Guidance, Parent Coordinator
5. Guidance and administrators
6. Guidance and administrators
7. Administrators and teachers

#### 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. Will use ATS, STARS and National Clearinghouse data to compare and monitor the number of students who receive 75 on the ELA and 80 on a math regents and the schools they are accepted to
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. Use National Clearinghouse data, School Snapshot and Where Are They Now reports will be used to identify students who have stayed in a college program 6, 12 and 18 months after High School Graduation
3. 3% increase in the number of students who are able to complete graduation requirements
4. Monitor the number of parents who participate in the Parent University. Survey given to 11<sup>th</sup> and 12<sup>th</sup> grade students to identify how many Seniors parents help their children with any portion of the College Process
5. 2% increase in the number of students who receive 11+ credits in each cohort
6. 10+ parents who attend each session of the Parent University sessions, in addition to a full College Tour bus. Parents will receive a survey at the end of each session and the tour in order to provide the school with feedback on what they learned and how we can continue to support them
7. All classrooms are reflective of college related paraphernalia to visually raise student college awareness

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

1. Peer leaders will begin their training by administration in July 2014 and support their peers through June 2015
2. Courses will begin September 2014 – June 2015
3. All services will start at the beginning of October 2014 and end in June of 2015
4. Monthly workshops will be provided to support parents with academic initiatives or the college process
5. Fall/Spring Semesters of the 2014/2015 school year will reflect a 2% increase in the number of students who receive 11+ credits
6. Series of parent workshops will be offered for each cohort to address multiple topics including FAFSA, College Application Process, College Readiness Criteria, etc., which will culminate in a college tour in the Spring semester – starting in September of 2014 and ending in August of 2015
7. Promote college going culture from September of 2014 to August of 2015

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

1. No cost associated with this activity
2. Saturday school - 8 teachers per session @ 3 hours a week
3. Per-session provided to teachers and AP's who conduct workshops
4. Tax Levy Fair Student Funding will provide per-session for teachers that provide workshops
5. No cost associated with this activity
6. Tax Levy Fair student Funding will provide per-session for teachers and guidance counselors to provide workshops
7. Title I funding to provide resources for classroom and building enhancements

***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 2014 and Spring 2015) 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 to ensure teachers receive timely and effective feedback to improve instruction and teaching practices as indicated by an increase in their HEDI score measured by the Danielson rubric by June of 2015.

### **Comprehensive Needs Assessment**

- Although we have been engaging our teachers in the language and practices of Danielson, and 90% of our teachers were effective at the end of 2013-2014 year, according to MOTP reports teachers still need additional support in Domain 3b and 3d of the Danielson rubric.

### **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. Walkthroughs will be scheduled with the Principal and Assistant Principals to develop common vision and norms. In addition to identifying teacher strengths and weaknesses according to the Danielson rubric.
2. In September the Initial Planning Conference teacher meetings will begin to establish teacher goals and Options (1 or 2). Each administrator will be responsible for giving feedback to a specific group of teachers each cycle...teachers will rotate to a different administrator for each cycle. This process will be utilized to allow for various perspectives on a teacher's growth.
3. Throughout the year we will provide PD targeting areas of need, which will entail providing feedback, strategies and support during departmental meetings. Coaching around specific strategies will be given for specific groups of teachers and teachers as part of the Professional Development calendar
4. Ongoing PD throughout the year will continue to support teachers with meeting the criteria of the rubric

#### **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. Each administrator will be responsible for giving in cycles of three for each term. 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 levels, especially in Domain 3
3. Professional Development will be provided in the following ways to ensure teachers and administration are impacted:
  - After-school Series
  - Common Meeting Time- Monday and Tuesday Meetings
  - One-on-one coaching
  - Meeting Protocols
4. 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 four times a semester via a formal or informal observation between October 2014 and May

2015

3. Goal Setting and Self-Reflection will occur at the beginning, middle and end of the school year starting in September 2014 and ending in May 2015
4. PD development will occur monthly starting September 2014 to assist teacher areas of need

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

1. Tax Levy Fair Student Funding and Title I SWP will be used to provide teachers with professional development that supports teacher familiarity with the rubric and identified areas of weakness
2. No cost associated with this activity
3. Tax Levy Fair Student Funding and Title I SWP will be used to provide teachers with professional development that supports targeted areas of teacher weaknesses
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.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Meta-Cognitive strategies, I.E. PACE</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>• After-school 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>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Review Classes</li> <li>• Saturday School</li> <li>• Credit Intervention Program</li> <li>• Math Lab</li> <li>• Assessment Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• After-school Math Lab 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>
<b>Science</b>	<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>• After-school 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>
<b>Social Studies</b>	<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>• After-school 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>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<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> </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>• In-Classroom Presentations</li><li>• Pull-out Counseling</li><li>• PPT committee to identify and create solutions for specific students in the form of case studies</li></ul> |  |  |
|--|---|--|--|

**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.
<ul style="list-style-type: none"> <li>• Provide additional time through-out the week to support planning time and common meeting time</li> <li>• Professional development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD</li> <li>• Common Meeting time every Wednesday that focuses on building instructional strategies and CCLS</li> <li>• Study groups with a focus on Danielson, UDL, CCLS, Culturally Relevant Teaching</li> <li>• 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>• New Teacher Induction Program</li> </ul>

**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><i>the intent and purpose</i></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> <li>• Provide opportunities for after-school workshops to support student violence prevention and bullying through leadership and additional guidance services</li> <li>• Provide workshops for parents to support both the academic and social-emotional needs of their children/charges</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)**

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;**

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
- MANN – Mentoring ACORN'S Next Nation
- 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 2014 and March 2015
  - Parent Grade Meetings September 2014 and February 2015
  - Meet-N-Greet September 2014
  - Freshman Orientation June/August 2015
- 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

**DBN: 13K499**

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$463,882.32	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,801,114.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	626	Total number of ELLs	22	ELLs as share of total student population (%)	3.51%
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	12	2	1	7	1	4	3	0	1	22	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>22</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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>	<b>0</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>22</b>								

## 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
Intermediate(I)										3	6	2	1	12
Advanced (A)										3	2	3	1	9
Total	<b>0</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>22</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 ELL 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 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 window 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. [i](#)

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**

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### Courses Taught in Languages Other than English

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- heritage classes
- foreign language (LOTE) classes

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

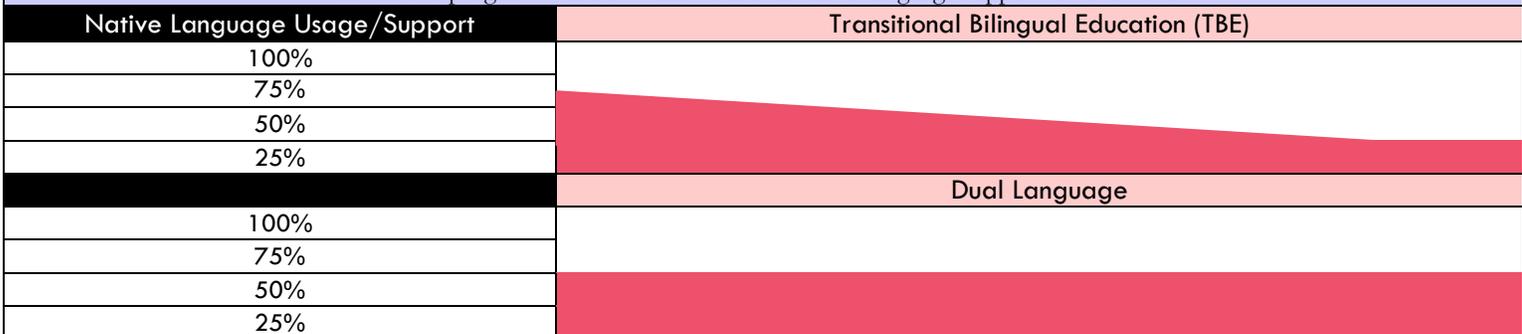
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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-Instructional 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: <b>ACORN Community High School</b>			School DBN: <b>13K499</b>
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
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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**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.