

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K499

School Name:

ACORN COMMUNITY HIGH SCHOOL

Principal:

ANDREA PIPER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: ACORN Community High School School Number (DBN): 13K499
Grades Served: 9th - 12th
School Address: 561 Grand Avenue
Phone Number: 718-789-2258 Fax: 718-789-2260
School Contact Person: Andrea L. Piper Email Address: apiper@schools.nyc.gov
Principal: Andrea L. Piper
UFT Chapter Leader: Howard Buford
Parents' Association President: Tanisha Pearson Gray
SLT Chairperson: Jaqueline Furman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Timothy Hemingway
Student Representative(s): Egypt Murppy-Smith
Brian Lewis

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110 Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

BFSC: 13 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea L. Piper	*Principal or Designee	
Howard Buford	*UFT Chapter Leader or Designee	
Tanisha Pearson Gary	*PA/PTA President or Designated Co-President	
Jaqueline Furman	DC 37 Representative (staff), if applicable	
Timothy Hemingway	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Egypt Murppy-Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Lewis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jean Little	Member/ CSA	
Candace Douglas	Member/ UFT	
Supreena Bacon	Member/ Parent	
Nikita Green	Member/ Parent	
Cynthia Wallace	Member/ Parent	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

ACORN Community High School Mission and Vision

Mission

ACORN Community High School will provide a global learning environment of high expectations that is not only rigorous in high academic standards, but also self-empowering. Through performance based assessment, all members of the ACHS community are able to collaborate, question and transform into life-long learners and refined critical thinkers.

Vision

As we empower the ACHS community to transform, success is the only option.

ACORN Community High School was founded in 1996 as a partnership between the New York City Board of Education and A.C.O.R.N. (The Association of Community Organizations for Reform Now). ACORN Community High School (ACHS) was established to provide a small, safe, personalized, and challenging alternative to the zoned high schools. ACHS is centrally located between Crown Heights, Bedford Stuyvesant, and the Fort Greene Brooklyn neighborhoods. ACORN Community High School is located in Northern Brooklyn and serves student a population of just under 500 from all 5 boroughs of New York City. We are one of the few mid-size traditional high schools left in Brooklyn.

Our goal as a school is to provide our students with a rich learning environment that will well prepare them for the 21st century. This includes, preparing students for college and career choices in STEM and Law fields and we want our students to be ready for demands of an increasingly technological workplace. In order to meet these demands, students must have a strong foundation in Literacy, Writing, Math and Science. As part of this groundwork, we must provide them with rigorous coursework at the high school level and the skills necessary to be successful.

As a school we have worked collaboratively to establish common practices and identify partnerships and initiatives that support our school demographic:

Academics and Programs

The following curricular, pedagogical and assessment practices and routines are implemented to foster a shared understanding of effective instruction, implementation of rigor and strategic use of the Danielson Framework for Teaching:

Curricular, Pedagogical and Assessment Practices

- Focused note-taking to improve student comprehension and engagement in course material
- Common Core embedded shifts and tasks- specifically writing in all content areas
- Common exams in content areas
- Exit tickets or written lesson summaries designed to provide assessment of student progress towards lesson objective and reinforce key takeaways from the lesson
- Teachers use the workshop model to deliver instruction
- Unit plans, lesson plans are readily accessible
- Teachers use planned questioning to engage students in high level thinking and promote rigor and help teachers identify in-lesson modifications, etc. that need to be made
- Culturally Relevant teaching practices
- Targeted instruction that marries the explicit teaching of literacy skills and strategies to aid students in accessing content knowledge with increasing independence from the teacher
- Use of rubrics and "I Can" statements to ensure students have clear expectations

Programs

- One Goal - College Readiness
- Saturday Academy and Extended Day
- Math Lab

- Expanded Success Initiative
- Bootstraps – Coding & Gaming
- TEALS – Introduction to Computers
- Brooklyn Bridges
- Brooklyn Reads
- I-Learn
- Debate
- Advanced Placement
- After-school Clubs & Enrichment – Multi-cultural Club, Anime, Girls Talk, Soccer, Dance, Chess,
- PSAL
- Academic and Personal Behaviors Institute
- Honor Society

Partnerships

- NAF
- TEALS
- College Board
- NYS Thespian Festival
- Theater Development Fund
- Park Armory
- Brooklyn Museum
- National Catholic Forensic League, NY Urban Debate League (NYUDL)
- East Stroudsburg University (ESU), Rockefeller University
- Medgar Evers Pipeline
- BAM
- Legacy Pathways

Special Populations

Approximately 33% of our school population consists of students with Individual Education Programs (IEP's). Our approach at ACHS is to initially provide self-contained and Integrated Co-Teaching Classes (ICT) classes for students who enter ACORN requiring smaller class sizes and greater teacher support. Students performance is tracked by both the Special Education and content area teachers to determine when students are prepared for work in a less restrictive environment. Students and their families understand that the expectation is for all students with IEP's to be prepared academically and socially to participate in ICT and/or general education classes. Teachers of self-contained and ICT classes in 9th and 10th grade structure their instruction and activities to deliberately prepare students to enter a less restrictive setting successfully. This system allows us to create a pathway for all entering students to participate in general education and/or ICT classes in all subject areas in 11th and 12th grade, providing a supportive and intellectually safe environment to prepare students for class structures and instructional rigor they will experience in college. In addition, according to our High School Quality Snapshot we have an excellent record of moving our students with special needs to a less restrictive environment.

College and Career Readiness

At ACHS we have worked diligently to provide our students with the type of support that is necessary to not only get into college but to be self-sustaining once they get onto campus. Over the past three years we have been making a steady increase in the number of our students who have graduated with a Regents diploma and met CUNY standards. In addition, 62% of our students have enrolled in a college or other post-secondary program within 6 months.

13K499 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	518	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	8	# SETSS	4	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				1
School Composition (2013-14)				
% Title I Population	77.1%	% Attendance Rate		77.9%
% Free Lunch	78.8%	% Reduced Lunch		8.5%
% Limited English Proficient	3.4%	% Students with Disabilities		21.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		83.5%
% Hispanic or Latino	12.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.31	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)		14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	57.0%	Mathematics Performance at levels 3 & 4		60.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	64.3%	% of 2nd year students who earned 10+ credits		61.0%
% of 3rd year students who earned 10+ credits	52.4%	4 Year Graduation Rate		66.9%
6 Year Graduation Rate	78.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In 2013-2014 our students pass rate for the ELA Regent was 42%, however only 26% 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. During the 2014-2015 school year we have made a conscientious effort to incorporate literacy and writing across curricula to support improvements in student reading and writing. Although we have observed gains in our students writing according to our MOSL results and 2014-2015 ELA regents results, with students moving one or two levels in the essay section of the exam, we still have to implement supports and strategies to increase student literacy skills. Reading and literacy has become another priority due to the level of literacy our student demographic comes with and the intensity of skill students need to have in order to meet success on the new Common Core ELA regents.

Priority Needs:

- Professional development in writing, CLOSE reading strategies, annotation and vocabulary building
- Reading and writing instruction strategies used in all classroom content areas
- Strengthen the reading-writing connection
- Create lessons that engage and motivate students to read and write

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2016, June 2016 and August 2016, 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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Develop a curriculum map that has tasks, assessments, ELL/SWD modifications, modules and unit plans that reflect CCLS and reading and writing task that reflect Cultural Responsive Teaching 	Teachers Students	September 2015 – June 2016	Principal Assistant Principal ELA Lead Teacher
<ul style="list-style-type: none"> • Teachers in the English Department will continue to receive ongoing professional development through Administrative and Teacher directed PD, One Goal, Medgar Evers Pipeline Initiative, College Board & Brooklyn Borough Office Support • English teachers will also receive professional development re: Culturally Responsive Teaching techniques and strategies to improve the achievement of African American male students, reading strategies 	Teachers Teachers AA/Latino Males	September 2015 – June 2016	Principal Assistant Principal ELA Lead Teacher Medgar Evers Liaison One Goal Liaison
<ul style="list-style-type: none"> • Continue to create portfolio oriented tasks to build more opportunities for success and put more 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) 	Teachers Students	September 2015 – June 2016	Principal Assistant Principal ELA Lead Teacher
<ul style="list-style-type: none"> • ELA Regents will be identified using STARS data. 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 • Provide opportunities for parental involvement and education via ongoing training on Google Drive and Google Docs as systems that integrate student performance, student electronic portfolios and formative class assessments and/or grade band assessments 	Teachers Parents	September 2015 – June 2016 September 2015- June 2016	Principal Assistant Principal ELA Lead Teacher Assistant Principal Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Technology (computers and web access) to support work in Google Docs , Edmodo and Skedula • Teaching Matters and One Goal Liaisons in support of Professional Development and student achievement goals • Lead Teacher • Scholastic ID Curriculum and materials • Common Core Curriculum - Houghton, Mifflin & Harcourt – Collections Series • SOAS (SAT scores), STARS & ATS 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • Assistant Principals will provide 11th and 12th grade ELA teachers with a 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 11th and 12th grade students are receiving. • • Teachers will generate electronic portfolios via Skedula and GoogleDrive. Teacher assignments and class notes will be posted to Google Docs and organized via each student’s OSIS number. 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our School Quality Snapshot, we have to increase the number of students who make progress towards graduation. In 2013-2014 only 64% of our 9th grade, 61% of our 10th grade and 52% in 11th grade have accumulated 10 or more academic credits, making it increasingly difficult for our students to meet graduation requirements.

Chronic attendance and lateness appear to be a common denominator in the students ability to meet the requirement to pass classes. Our current attendance rate is 78% percent , the lowest metric on the School Environment section of the School Snapshot.

Priority Needs:

- Motivate and engage students in a change in mindset that serves to help students meet promotional goals and standards
- Educate and inform students on reading transcripts and identifying criteria for promotion
- Provide students with advisory and mentee opportunities as supports to achieve and maintain goals

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our credit accumulation across all grades will show a 3% increase as measured by STARS, ATS and the Great Schools Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Teachers will monitor student progress throughout the year, communicate with parent/guardians via phone, letters, Skedula and provide appropriate support and interventions to improve student learning and achievement • Re-evaluate the grading policies for the school 	Parents Students Students	September 2015 – August 2016	Teachers Guidance Counselors Assistant Principal Principal Teachers Administration
<ul style="list-style-type: none"> • Establish a team to analyze credit accumulation data and share it with the staff each term. in addition, the team will also collaborate to identify interventions and supports to help students meet success 	Students	September 2015 – August 2016	Teachers Guidance Counselors Assistant Principal Principal
<ul style="list-style-type: none"> • Continue to promote the 11+ Incentive Program that serves to acknowledge students with an incentive (tee-shirts, pizza party, movie passes, etc.) that have accumulated 5.5+ credits in the Fall semester and 5.5+ credits in the Spring semester • Post school-wide 11+ and “Go Green” posters as a way to engage the entire school community in meeting the 11+ and credit accumulation goal 	Students Students	September 2015 – August 2016	Teachers Assistant Principals Principal Administration Guidance Counselors
<ul style="list-style-type: none"> • Provide additional learning opportunities will be made available to students’ “at-risk” of failing a course and for those students who failed course <p>o Students will be given an Individualized Learning Plan to ensure intervention accommodations are being made</p>	Students	September 2015 – August 2016	Teachers Guidance Counselors Assistant Principals Principal

o Students who failed a course may be eligible to participate in our Credit Recovery/Credit Intervention Program			
o Extended Day, Vacation Institutes and Saturday Academy opportunities will be made available to students, provided they meet the criteria			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • School-wide 11+ Posters and Go Green data charts to show student progress by OSIS numbers • Incentives – Tees, buttons, ACHS paraphernalia, movie tickets, gift cards, etc • Skedula, computer and web access • APEX on-line web courses • Laptop carts • Per-session for teachers, guidance counselors and supervisors for Extended Day and Saturday School • Progress Reports • Postage for mailing • Data generated regarding the number of students who are meeting and not meeting criteria 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • Teachers will monitor students progress throughout the semester and communicate with the guidance counselors and administration about students who are having academic or attendance/lateness issues which could be possible obstacles towards meeting success • Teachers will communicate with parent/guardians at the mid-point of each term and discuss possible areas of support or interventions that they can help with • Extended Day/ Saturday School Supervisor will work with teachers and students to ensure accommodations are in place according to their Individualized Learning Plan • Credit accumulation data will be collected at the end of each semester to monitor progress and determine goals for the following semester. Term grades and teachers scholarship will be monitored to identify areas of concern and what interventions have to be implemented 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a way to support the School's Theory of Action and increase the school's regents pass rates as identified in our School Quality Snapshot. Although we have made some gains on the Social Studies, English and Living Environment regents, our school has not made enough significant and consistent gains on the pass rates.

- Social Studies: June 2014 to June 2015 - US - 16% increase and Global - 5% increase
- Living Environment: June 2014 to June 2015 - 4% increase
- English: June 2014 to June 2015 - 2% decrease
- Math: June 2014 to June 2015 - Algebra - 3% increase and Geometry - 6% increase

Priority Needs:

- Teachers to work collaboratively to identify structures and strategies to support student needs
- Provide Professional Development for teachers around developing strategies from action research that support our demographic of students learning needs

Provide Common Meeting Time opportunities during the teacher's day

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of teacher collaboration in Departmental Cycles of Learning, in June 2016 there will be a 5% increase of students passing their content regents with a grade of 65% or higher as compared to the June 2015 scholarship report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers will participate in Cycles of Learning. Each department will identify a Problem of Practice related to the school's Instructional Focus of Writing. The cycles will follow an inquiry process structure where teachers, identify and desired outcomes related to how we use writing to improve Regents outcomes, specifically pinpointing a skill or strategy they want to see students move or improve. <ul style="list-style-type: none"> ○ Departments will share their data and process via Google Docs ○ Each department will participate in the minimum of four cycles by June of 2016 ○ Students in low, medium and high levels will be assessed during the inquiry ○ Outcomes will be shared and celebrated at the close of each semester 	<p>9th, 10th, 11th & 12th grade - low medium and high level students in all content areas</p>	<p>October 2015 - June 2016</p>	<ul style="list-style-type: none"> • Teachers • Lead Teachers • Assistant Principals • Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Technology (computers and web access) to support work in Google Docs , Edmodo and Skedula • Academic and Personal Behaviors Institute and One Goal liaison in support of Professional Development and student achievement goals • Lead Teacher • Scholarship, Regents Results, MOSL and Lowest Third data • Programming to allow Common Meeting Time 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teachers will monitor students progress throughout the semester and communicate with their colleagues about students who have made progress
- Teachers will use the data to communicate with parent/guardians at the mid-point of each cycle to discuss possible areas of support or interventions that they can help their scholars with

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- 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 2014-2015 year, according to MOTP reports teachers still need additional support in Domain 3b and 3d of the Danielson rubric.

Priority Needs:

- Familiarize teachers with best practices, strategies and structures that exemplify effective and highly effective attributes

- Provide teachers with professional development and modeling that helps them to develop instructional methodologies that fit the effective and highly effective categories on the Danielson rubric

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Frequent cycles of observation and purposeful feedback by school leaders to support effective instructional practices will result in a 5% increase in the overall passing rates for all Regents in June 2016 as compared to June 2015 according to Quality School Report 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Walk-throughs will be scheduled with the Principal and Assistant Principals to develop a common vision and norms. In addition to identifying teacher strengths and weaknesses according to the Danielson rubric. 	Teachers	September 2015 - June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals
<ul style="list-style-type: none"> • In September the Initial Planning Conference teacher meetings will begin to establish teacher goals and Options 1 or 4. 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.. 	Teachers	September 2015 - June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals
<ul style="list-style-type: none"> • 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 	Teachers	September 2015 - June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals
<ul style="list-style-type: none"> • Ongoing PD throughout the year will continue to support teachers with meeting the criteria of the rubric 	Teachers	September 2015 - June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • All Teachers, Coaches, Lead Teachers, Instructional AP's, Principal and Talent Coach • Professional Development - books, articles, lunch or snacks for lunch and learns 										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Composite walk-throughs 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
- Professional Development will be provided in the following ways to ensure teachers and administration are impacted:
 - After-school Series
 - Common Meeting Time and Monday and Tuesday Meetings
 - One-on-one coaching
 - Meeting Protocols
- The teachers will be observed against the rubric to identify if they have made any progress in the areas provided in PD against the HEDI scale

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
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- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - ACHS is making strides to improve attendance. Students who exhibit poor attendance are more likely to have low grades and are less likely to graduate on time. During 2013-2014 school year ACHS had received 78% attendance and received Approaching Target in School Environment section of the Snapshot.
 - Our primary strategy to increase attendance will be through student incentives, student goal setting workshops, and consistent parental outreach.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Training and support for staff and parents will result in an increase of the daily average attendance by 2% in June 2016 as compared to June 2015 in accordance with School Quality Report and ATS.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Identify and monitor chronically absent students and make outreach to the parent/guardian on a consistent basis 	Grade 9 - 12	Sept. 2015 – June 2016	<ul style="list-style-type: none"> • School Counselor • Teachers • Attendance Teacher
<ul style="list-style-type: none"> • Individualized meetings with students entering 9th grade as a means to discuss the important of attendance and set individual attendance goals for any student who has a history from middle school with an attendance percentage 79 and below • Provide professional development for teachers on the importance of outreach and submitting attendance forms 	Grade 9 - 12 Teachers	Sept. 2015 – June 2016	<ul style="list-style-type: none"> • School Counselor
<ul style="list-style-type: none"> • For severe attendance students: referrals to Family Assessment Program, frequent home visits and individual attendance plan 	Grade 9 - 12	Sept. 2015 – June 2016	<ul style="list-style-type: none"> • School Counselor • Attendance Teacher
<ul style="list-style-type: none"> • Cohort strategies: teacher outreach, individual parent meetings to address attendance concerns • Weekly attendance monitoring through check-ins and attendance reports on ATS. • Certificate distribution per month for improved attendance and excellent attendance. • End of term community celebration 	Grades 10 - 12	Sept. 2015 – June 2016	<ul style="list-style-type: none"> • School Counselor • Teachers • Attendance Teacher • Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School Counselors, Attendance Teachers, Principal, Teachers
- Incentives for students and parents
- Celebration/party for students and parents

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • The midpoint benchmark indicator for attendance improvement will be monitored by monthly attendance reports for each cohort. By February 2016 there will be an increase of 2% and an additional increase of 2% by June 2016. • Monitor teacher outreach via Skedula and logs • Monitor the llogs done by attendance teachers and guidance counselors
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> - Under - credited - Does not met college and career readiness target - Failed Regents - Failed Course - Low grades on exams - Poor attendance - Excessive lateness - Level 1 student 	<ul style="list-style-type: none"> - Meta-cognitive strategies, I.E. PACE - Review Classes - Saturday School - Credit Intervention Program - Extended Blocks (90 min) - APEX online course 	<ul style="list-style-type: none"> - After-school tutoring - Writing center - one-to-one - Lunch tutoring in small groups - Whole class instruction 	<ul style="list-style-type: none"> - After school - During lunch periods - Saturday School & AM Academy
Mathematics	<ul style="list-style-type: none"> - Under credited - Does not met college and career readiness targets - Failed Regent - Failed Course - Low grades on exams - Poor attendance - Excessive lateness 	<ul style="list-style-type: none"> - Review classes - Saturday school - Credit intervention program - Math lab - Assessment notebook - APEX online course 	<ul style="list-style-type: none"> - After-school Math lab one to-one and small groups - Lunch tutoring in small groups - Whole class instruction 	<ul style="list-style-type: none"> - After-school - During lunch periods - Saturdays - Throughout the day - AM Academy

	- Level 1 students			
Science	<ul style="list-style-type: none"> - Under credited - Failed Regents - Failed Course - Low grades on exams - Poor attendance - Excessive lateness - Level 1 students 	<ul style="list-style-type: none"> - Review classes - Saturday school - Credit intervention program - Extended Blocks (90 min) - APEX online course 	<ul style="list-style-type: none"> - After school tutoring one-to-one and small groups - Lunch tutoring in small groups - Whole class instruction 	<ul style="list-style-type: none"> - After-school - During lunch Periods - Saturdays - Throughout the day - AM Academy
Social Studies	<ul style="list-style-type: none"> - After-school - During lunch Periods - Saturdays - Throughout the day - AM Academy 	<ul style="list-style-type: none"> - Review classes - Saturday school - Credit intervention program - Extended Blocks (90 min) - APEX online course 	<ul style="list-style-type: none"> - After-school tutoring one-to-one and small groups - Lunch tutoring in small groups - Whole class instruction 	<ul style="list-style-type: none"> - After-school - During lunch periods - Saturdays - Throughout the day - AM Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Under credited - Failed Regents - Failed Course - Low grades on exams - Poor attendance - Excessive lateness - Suspended students - Guidance referrals - Dean referrals 	<ul style="list-style-type: none"> - Small group mentoring sessions - Student workshops which targets promotional policy and requirements, transcript review, goal setting, career and college portfolios - Small group and individual counseling - Parent University 	<ul style="list-style-type: none"> - Classroom guidance - Small groups - Grade assemblies - Small groups - One-to-one - Individual mentoring 	<ul style="list-style-type: none"> - During the day - After-school - Saturdays - Lunch periods - AM Academy

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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">- Provide additional time through-out the week to support planning time and common meeting time- Professional development that supports teacher weaknesses and personal development – where appropriate Lead Teachers and Coaches will assist with PD- Common Meeting time every Wednesday that focuses on building instructional strategies and CCLS- Study groups with a focus on Danielson, UDL, CCLS, Culturally Relevant Teaching- Hiring committee created to accompany principal to hiring fairs and participate in interviews – hire individuals who are in line with the mission and vision of the school

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	364,902.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,707,141.00		

¹Explanation/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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. ACORN Community High 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 the school and the families. The 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 school community. ACORN Community High School will support parents and families of Title I students by:

- providing materials and training 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 the school community;

The 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. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through 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, the 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 1st 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;

The 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 Celebrations 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/Pupil Path to provide regular written communication between teacher and the home in a consistent format and to the extent practicable in the languages that parents can understand ;

School-Parent Compact (SPC) Template

ACORN Community High 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 on assessments.

• **School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 21st 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
- respecting cultural, racial and ethnic differences;
- MANN – Mentoring ACORN’S Next Nation
- 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;
 - o Parent Teacher Conferences October 2014 and March 2015
 - o Parent Grade Meetings September 2014 and February 2015
 - o Meet –N- Greet September 2014
 - o Freshman Orientation June/August
- convening an Annual Title I Parent Meeting prior to December 1st 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 College/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;

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;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 499
School Name ACORN Community High School		

B. Language Allocation Policy Team Composition

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

Principal Andrea Piper	Assistant Principal Jean Little
Coach Ayana Dixon/ELA	Coach Christopher Williams/Math
ENL (English as a New Language)/Bilingual Teacher	School Counselor Adele Lauriano Hill
Teacher/Subject Area Nicole McCray/SS Spec. Ed.	Parent Mr. Hemmingway
Teacher/Subject Area Muhammad/Science	Parent Coordinator Maxine Mcadoo-Lovell
Related-Service Provider Ms. Guerrero	Borough Field Support Center Staff Member
Superintendent Karen Watts	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	378	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education			0											0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	6	1	0	2	0	0	5	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	1		0
Chinese														0
Russian														0
Bengali											2			0
Urdu														0
Arabic										1	1	1		0
Haitian												2		0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	0	0	0	0
Emerging (Low Intermediate)										0	3	1	0	0
Transitioning (High Intermediate)										0	2	0	0	0
Expanding (Advanced)										2	0	3	0	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	1	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	1	0
Integrated Algebra/CC Algebra	7	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	6	0	0	0
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	1	0
Geography	0			
US History and Government	4	0	2	0
LOTE	1	1	1	1
Government	0			
Other _____				
Other _____				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 MOSL 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 Program was also designed to address common areas of need in the ELL population as well as across the entire school.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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. The data patterns show that the Reading and Writing scores are lower than the Speaking and Listening. The last two NYSITELL exams resulted in the students requiring Beginners services.
- 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. The ATS reports reveal that students are performing at a low level in reading and writing.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Students across the board need more assistance with vocabulary, reading comprehension and writing. Ninety-five percent of the students results are the same in the home language compared to English.

Administration informs the staff about ELL performance outcomes and how to use the information to adjust instruction and move the students.

The instructional needs of each student, using the item analysis report.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Teachers review the NYSESLAT scores in September to guide their instruction. In addition, teachers use their formal and informal assessments. The English and Social Studies teachers use conferencing to assist students with personal goals. While the Math teachers use assessment notebooks to track progress and move students.
6. How do you make sure that a student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Success of ELL specific programs is determined by a variety of measures. These include credit accumulation and Regents passing rates for ELL students, especially as compared to the state requirements and comparative cohort performance, anecdotal reports from content area teachers, portfolio performance in different classes, rubrics, common core standards in each subject area, and other scholarship data generated each marking period.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When the parent and student enters the school, they are welcomed by the Assistant Principal, Guidance counselor and Parent Coordinator. 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. The Oral Interview Questionnaire is used during the SIFE identification process where we determine if an ELL has had a gap of two or more years in their formal schooling. We also interview to get a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. If the parent's home language is not English we find a translator in the school or via phone. In-school translators or DOE translation 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. The NYSITELL exam is administered by qualified and trained administration within the 10 day requirement. If the Spanish LAB has to be administered a trained teacher will administer the exam.

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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 the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team is formed and reviews evidence of the student's English language development. The student will take the NYSITELL if recommended and the ELL identification Process will continue as with all students. If the Language Proficiency Team recommends the student not take the NYSITELL, the recommendation will be sent to the principal for review. The principal will review and determine if the student will take the NYSITELL. If the student does not take the NYSITELL, the determination will be sent to the superintendent or designee for review. The services will be put in place immediately.

Team

Little-Assistant Principal

Hemingway - Parent

Hill-Counselor

Dixon-English Teacher

Nozil-Math Teacher

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The administrator will retrieve the results from ATS and the parent coordinator mails and backpacks the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the ELL meetings and the initial meeting with the parent, they are aware of the appeal process. The administrator is responsible for the process and the information is filed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The same day the parent enters the building, the Parent Coordinator and Assistant Principal meets with the parent. The Parent Coordinator shows the video and programs are explained to the parent before a decision is made by the parent.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Coordinator ensures that the parent completes the Survey and Selection form. The parent coordinator files and stores information.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Coordinator keeps the forms on file and the parent 90% of the time completes the form. The Parent Coordinator will call the parent to return to the school to complete the form.

9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Coordinator hands them out to the students and collects them from the students, signed by the parent.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The documentation for HLIS and yearly letters are kept in a binder for the year and at the end of the year filed.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 ESL classes conduct practice tests in both fall and spring and use outcomes to tailor instruction based on the needs of each group as well as specific individuals. Literacy and conversational skills are stressed throughout the school year, with explicit instruction in test-related vocabulary and test structure providing a solid foundation of preparation for the NYSESLAT. Prior to test administration, the APO and ESL teacher designed an assessment schedule to provide sufficient assessment time for each student in every section. A teacher from outside the ESL program administers all parts of the exam. The Speaking portion of the exam is conducted within a ten day window, with each student assessed individually by the outside instructor. The Listening, Reading and Writing sections of the exam are conducted on three different days, with a one day break between sections. Makeup exams are scheduled on an as-needed basis. Home contact is made to ensure that the student is aware of and available for assessment. Any portion of the exam that must be made up is conducted by the same outside instructor. Students are permitted to make up any portion of the exam until the test windown closes. The RLER from ATS is used to determine students who are eligible for the NYSESLAT exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 The letter is sent home with the student, signed and returned to the Parent Coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 The parents completing the Parent Survey and Program Selection forms over the past two years have opted for the ESL program. The 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 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.
 - b. TBE program. *If applicable.*
 Paste response to questions here:
 - c. DL program. *If applicable.*
 Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 180 minutes of instruction. Intermediate students are programmed for 360 minutes of instruction. Beginner students are programmed for 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 core content is delivered in each program model. 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 home 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 each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- The instructional plan for our 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.
 - For our 5 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
 - For ELL students who have received services for 4-6 years, we focus on developing proficiency prior to becoming a long-term ELL.
 - Our 5 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.
 - Former ELLs are offered support through the after school and Saturday School tutoring programs. Time and a half for exams, separate location for testing, 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Chart guidance counselor and teachers will monitor the student's academic progress.

8. 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 use of vocabulary words, graphic organizers, dictionaries, and leveled texts to assist students academically.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 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. Some students have ICT for English and Math while others may have it in English, Math, Social Studies and Science.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

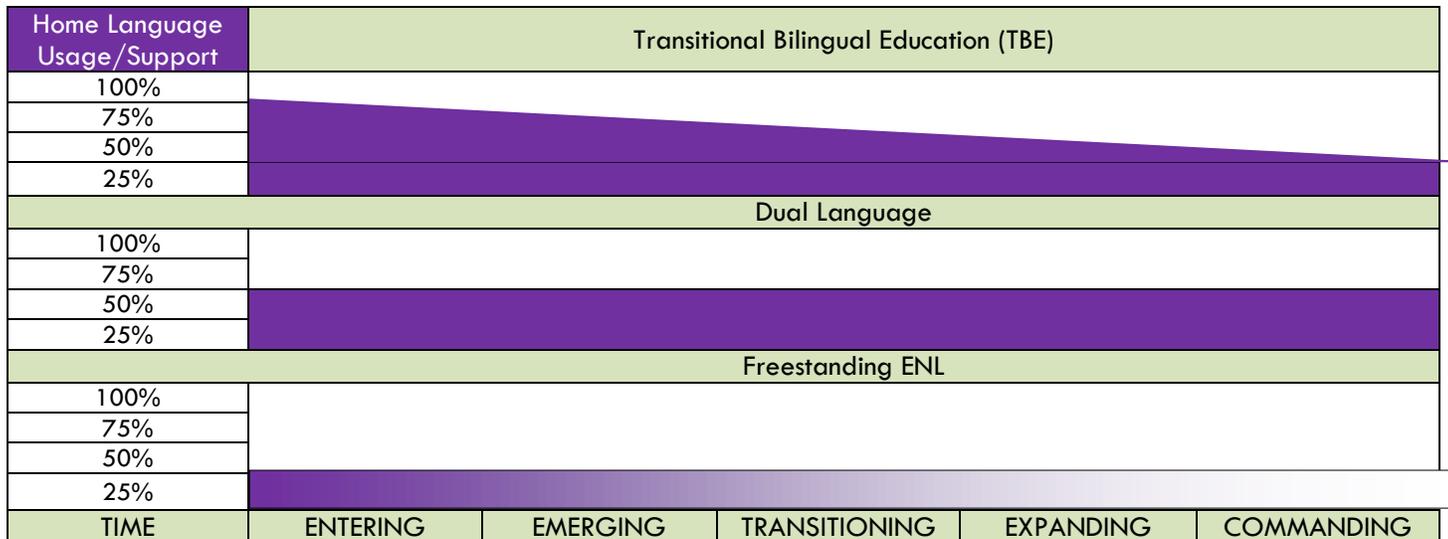


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?
- PAdditional 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.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
14. 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:
9th Period Tutoring (Lab Style and Peer Tutoring), Saturday Regents Review, Saturday Scholars (literacy intervention), iLearn Saturday Lab, Credit Recovery Programs,
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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 (10/26, 11/30, 12/21, 1/25, 2/29, 3/28, 4/25 & 5/31) 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 Mondays.

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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We have who worked as Common Core Fellows who work with teachers (including our ELL teacher) to support them with developing curricula and tasks specific to their student needs. Teachers use their CMT and professional development time to further develop their curricula and lessons to support the implementation of CCLS for all students.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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. 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.

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 in February, 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 2016

Division of SWD and ELLs Instructional Classroom Strategies

February 2016

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Letters mailed, hand delivered to students and phone calls made by Parent Coordinator.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
The records are kept in a binder and at the end of the year filed.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Any available workshops provided by the Board of Education or outside providers, parents will be notified with the information.
5. How do you evaluate the needs of the parents?
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.
6. How do your parental involvement activities address the needs of the parents?
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.

D. Additional Information

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

Part VI: LAP Assurances

School Name: ACORN Community High School		School DBN: 13K499	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Piper	Principal		10/1/15
Jean Little	Assistant Principal		10/1/15
Maxine Macadoo-Lovell	Parent Coordinator		10/1/15
	ENL/Bilingual Teacher		
Hemingway	Parent		10/1/15
McCray/Social Studies	Teacher/Subject Area		10/1/15
Muhammad/Science	Teacher/Subject Area		10/1/15
Williams/Math	Coach		10/1/15
Dixon/ELA	Coach		10/1/15
Adele Hill	School Counselor		10/1/15
Karen Watts	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13 **School Name: ACORN Community High School (499)**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record and a copy in the ELL binder. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form to the parent/guardian. There are currently 13 ELLs at ACORN Community High School. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. During the parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards. The ATS Report of Preferred Languages is updated regularly in order to maintain accurate information on parent language choices (RAPO ATS Report). Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Approximately ninety-six percent of the school's population reports English as the primary language. The remaining four percent speak Arabic, French, French-Haitian Creole, Spanish and Bengali. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home

language have had this information communicated to them by the coordinator. All other language needs are met through the utilization of the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which are distributed to parents/guardians and require translations are: parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of Rights are distributed as they become available to the school. School announcements, after school program information, general overview of student curriculum and letters from school leadership is translated in order to keep all parents aware and engaged on all school matters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

ACORN Community High School holds four parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and May are focused on student progress and grades. The coordinator holds a parent orientation for any newly enrolled ELL parent/guradian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns ad well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings. In addition, to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, ACORN is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish and French- Haitian Creole, Arabic and are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly. should any such needs occur. Staff members are provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

ACORN has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The coordinator also meets individually with all parents/guardians of ELLs at the end of each marking period to inform parents of their child's needs and their needs.